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**An-Najah National University**

**Teaching Methods Department**

**Attitudes of Tenth Grade Students Towards Speaking  
English As A Foreign Language In Salfet District**

**Master Thesis**

**By :**

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**Submitted in partial fulfillment of the requirements for the degree  
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**Nablus, 2001**

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## **DEDICATION**

**I dedicate my work to :**

The soul of my mother

My father, the endless mercy

My husband, Yousef Abu Shamma , my best supporter and teacher .

My mother-in-law

My eldest sister

My children Ruba, Amir, Omar, Isma'il and Muhammad

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**Abstract**  
**Attitudes of Tenth Grade Students Towards Speaking  
English As A Foreign Language In Salfeet District**

**Submitted by:**  
**Fatima Omar Theeb Hassan**

**Supervised by :**  
**Dr.Suzan Arafat**

The purpose of this study was to investigate the attitudes of the tenth grade students towards speaking English as a foreign language in government schools in Salfeet District. Also it aimed at determining the effect of the independent variables, students' gender, father's education, mother's education ,place of living and students' level of achievement in English on their attitudes towards speaking English as a foreign language.

This study attempted to answer the following questions :

What are the attitudes of the tenth grade students toward speaking English as a foreign language ?

Are there any significant differences in students' attitudes towards speaking English as a foreign language due to the students' gender place of living ,parents' education , level of achievement variables?

A questionnaire was developed to the purpose of the study and to answer the above mentioned questions .It included 67 items distributed on the five domains of the study : 30 items of the questionnaire were developed through the following questionnaires, Bustami (1999); Young (1990) ; Hussein (1995) ;Shakhshir (1996).The remaining 37 items were designed by the researcher .

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The population of this study was the tenth grade students in the government schools in Salfeet District The size of the proposed population was (877) students .They were distributed among 29 government schools .The sample was chosen randomly :416 students 192 males, 224 females.

Different statistical techniques were used to analyze the outcome or the results of the study .These included means, and percentages to determine the students' attitudes, One Way Analysis of Variance

ANOVA and Scheffe's post hoc test to determine the effect of the study variables on the attitudes of the students, and independent T-test to determine the effect of the study variables on the attitudes of the students.

Data analysis showed that the students' attitudes towards speaking English as a foreign language was positive in all the domains.

Independent T-Test results showed significant differences at  $\alpha = 0.05$  on the students' perception towards speaking English as a foreign language and evaluation and feedback domains between males and females in favor of males. However, there were no significant differences at ( $\alpha = 0.05$ ) in the students' attitude toward speaking English as a foreign language due to place of living variable.

ANOVA results showed significant differences at ( $\alpha=0.05$ ) on students' self efficacy domain due to students' father education variable. However, There were no significant differences at ( $\alpha=0.05$ ) in the students' attitudes toward speaking English due to the students' mother education variable. There were significant differences at ( $\alpha = 0.05$ ) in the students' attitudes toward speaking English due to students' level of achievement variable.

Scheffe's Post Hoc Test results showed that there was a significant difference at ( $\alpha=0.05$ ) in the students' attitude on self efficacy domain between the students whose father's education was preparatory and less and secondary in favor of the students whose father's education was preparatory and less. The other differences among other levels were not significant.

Significant differences were found due to differences in the students' level of achievement in all the domains in favor of the students whose level of achievement was 70-79 ; 80-89 and 90 and more.

Repeated MANOVA results showed significant differences at ( $\alpha=0.05$ ) among the domains of attitudes. To determine among which domains the difference existed. Sidak Post Hoc Test was used.

These findings were discussed and some recommendations were suggested. One recommendation is to introduce the speaking skill in the final examination. Another is to familiarize the foreign English teachers with the oral proficiency tests and supervise implementing them. Further, there is a need to conduct similar studies to investigate the effect of using language laboratories in improving the speaking skill in schools and other studies to investigate the reasons behind the weakness in the speaking skill among the ninth and the tenth graders in different districts of Palestine.

## **Chapter One**

### **Background of the Study**

#### **1.1 Introduction :**

Speaking English is considered the bridge of communication and the media through which people can express their thoughts ,feelings ,ideas, desires and attitudes . Of the four language skills, speaking is the most difficult to learn,also the most anxiety provoking experience .

Cholewinsky(1999)stated that students' silence in a foreign language classes can be attributed to the type of students , the teacher, or the type of lesson and added that the lesson presented can have an enormous impact upon students' participation . Teacher should look for a communication activity that deals with communicatively reticent English students.

Shuying(1999) maintained that eliminating anxiety and negative attitudes need analyzing the background of one's students' learning and finding the way to destroy the psychological barrier, and this can be done through using communication activities that encourage speaking in class. He stated some reasons for having anxiety in speaking .Firstly, at high schools in China , the emphasis is on examinations .Students learn to pass language skills to pass tests. Students' speaking communicative abilities are not emphasized. As a result ,they will have difficulties in pronunciation. This will make students unwilling to communicate in the target language for fear of being ridiculed. Secondly, language is treated as a knowledge subject; it is analyzed, explained and practiced in much as the same way as other subjects .The communicative skills are totally ignored.

Shuying(1999) argued that cognitive theory emphasizes that it is intrinsic motivation that directs people's behavior and this kind of motivation can be encouraged through preparing meaningful and enjoyable activities that help students to speak voluntarily in them. A teacher should make use of the unexpected occurrences to attract the distracted students. He added that apprehension or anxiety can be eliminated if the teacher provides them with speaking opportunities and motivate them by choosing themes of interests to stimulate discussions and debates to overcome students' fears of speaking

Orlova(1997)emphasized that students could be stimulated to speak English in class by using songs that can serve as starting point for

conversation and can motivate a positive emotional feeling towards speaking.

Shumin (1997) argued that speaking a foreign language is difficult for language learner. Speaking is the most difficult skill to master as it requires more than knowing the language grammatical and semantic rules. It needs to acquire how native speakers use the language in the context of structured interpersonal exchange ,and to use the language appropriately in social interaction which is an ability that should be mastered to achieve effective oral communication. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch , stress, and intonation .This is in addition to nonlinguistic elements of speech such as gesture , body language , posture and facial expression that may accompany speech or convey messages .Minimal exposure to the target language and contact with native speakers results in poor speaker of English especially regarding fluency, and control of idiomatic expressions.

Shumin (1997)believes that speaking English is a tiresome and difficult task to perform ; he presented some factors that lie behind anxiety in speaking and affect one's ability in speaking .

One of these factors is age, which is considered the determinant factor of success or failure in L2 . Krashen (1982) also argued that a learner exposed to the foreign language in the early childhood achieves higher proficiency than those beginning to learn in adulthood .

Speaking, as Harries (1977),cited in Chaudhary (1997), observed is a complex skill requiring the simultaneous use of different abilities which often developed at different rates .

Shumin (1997) stated that speaking a foreign language in public is often anxiety provoking, sometimes extreme anxiety when a learner becomes tongue tied in an unexpected situations which leads to discouragement and the sense of failure and a sensitivity of learner to make mistakes which make him hesitant and unable to speak.

Deporto (1997) maintained that speaking a foreign language was a challenge for English teachers since students don't live in an English speaking environment and the teachers themselves aren't native speakers in addition to the difficulty of creating realistic situations which motivate students to communicate in the foreign language. Deporto suggested using simulations that encourage students to learn to speak to develop fluency through playing and having fun by creating sketches where students had to decide what to say and how to say it .He added that the great advantage of

simulation was that the students are masked behind a new identity. They overcome shyness and feel free to express themselves and act their sketches.

Palioura(1996) stressed that using simulation helped shy students become more talkative and simulation activity provided more relaxed classroom environment that would contribute to the lowering of the students' affective filter .Also in simulation students feels free and confident .She indicated that simulation would be effective if the teacher involved his students in simulated activities that resembled real life situation in which students practiced most of the aspects of the language(structure,function,vocabulary, and interpersonal skill).

Bigelow (1996) pointed out that the desire to communicate varies from one person to another . Many people ,however, desire to communicate but are unable to express themselves because of the fear or anxiety associated with verbal exchange .

Hussein (1995)believes that the intensity of discomfort students may experience while undertaking speaking tasks is likely among other things to affect the quality of their speaking communication . This affective state usually reaches its climax in evaluative contexts , particularly in course tests ; he also believes that there is evidence that the learners' emotional state has a potential for influencing their achievement motivation , aptitudes and attitudes towards FL learning. Although many variables may interact to affect language learning , FL anxiety should be of considerable concern to language educators and students because of its potential impact , not only on performance or tests , but also on students' affective reaction , hence their attitudes towards language learning in general .

On the other hand , several studies have shed light on the relationship of anxiety to the various aspects of personality traits including speech communication and interpersonal perceptions and behaviors .

Tobias's study(1979)cited in Hussein(1995) showed that anxiety may cause distraction and performance deficiency at the level of input , processing, and output .

Hussein(1995) stated that foreign language- apprehension is thoroughly observed and more researched in the oral skills realm . Its impact seems to be more apparent on oral communication .

Boohar and Seiler(1980),cited in Hussein(1995), reported that students with high speech communication apprehension tended to avoid social interaction and , consequently , may project negative perceptions about themselves . This avoidance behavior had already been noted by Kleinmann (1977 ) who observed that adult Arab students of English generally avoided FL structures despite their actual ability to produce such structures under certain affective conditions

Hassan (1993)found that the most important factor that led to students' failure was related to insufficient training of the teacher of English. He pointed out that the well-trained teacher will take the best results from crowded classes and worst textbook ,and he will choose the appropriate methods for his own pupils. A good teacher who takes into consideration the psychological and the environmental factors that influence students' learning must adopt the factors that motivate his pupils and affect their attitude positively.

Tunaboyle (1993) argued that of the four language skills ,speaking is generally considered the most difficult to learn. Many students have the misconception that writing is superior to speaking .Nevertheless, it is only our tongue that builds a communication bridge between the listener and the speaker. There are many reasons why students tend to be silent listeners rather than active learners in the oral English class. The most important reason is the psychological pressure of making mistakes in the presence of their classmates; the second reason is their poor vocabulary.

Alkailani&,Mutawa' (1993) found that developing the skill of speaking needed the availability of many different requirements such as competent teacher who is fluent in conversation , appropriate class room atmosphere which is constructive to oral communication and where pupils feel at ease and relaxed , clear objectives in speaking , knowledge of the appropriate functional expressions , a variety of learning activities , sensitivity to any change in the situation in which communicative operations are taking place contextualized language in term of who is speaking to whom ,where and why these requirements are essential for developing this skill . Speaking skill is neglected or often poorly conducted in English classes. Teacher controls all activities and these activities have no natural context of their own .Students speak very little and their speaking is almost answers to questions from the teacher .Lacking the opportunity to speak and practice would lead to having hesitant , reluctant, worried, speaker who lacks trust in himself and who hates to express himself orally and this in turn produces apprehension in speaking .

Brain ,Kerry, Pilling,(1990)pointed out that there were social factors that affected the students' wish and motivation to speak this language such as peers who hold a negative view towards speaking .That will influence their friends negatively .Also parents with negative attitudes towards this language ,will make it difficult for their children to see any intrinsic value in it .

Young (1990) found that speaking in a foreign language was considered by students as their most anxiety producing experience. Also Krashen, Terrel, Omaggio in Young (1990),judged speaking as more anxiety producing than reading ,writing or listening.

Young (1990) believed that the fear or anxiety in speaking was attributed to complicated psychological constructs such as communication apprehension, self-esteem , social anxiety. Research in speech communication has indicated that anxiety may affect an individual's willingness to communicate and produce communication apprehension. Social anxiety surfaces from the prospects or of interpersonal evaluation in real or imagined social settings (qouted in Young, 1990) added that speech anxiety ,shyness, stage fright, and embarrassment all have one psychological phenomenon, social anxiety, although they are not synonymous. The third psychological construct that caused fear in speaking could be attributed to self esteem. Students with low self-esteem tended to have high level of anxiety.

Underwood,(1989) maintained that speaking apprehension could be reduced greatly or overcome if the teacher practiced or spoke English inside and outside classroom and if he/she addressed students outside classroom and added that students' fear or anxiety would disappear if their teacher keeps on encouraging them even though they made many mistakes .Teacher's confident use of the language and willingness to speak has a great influence on his students.

Howritz (1986) argued that adult FL students exhibited incompatibility between the levels of their ideas and inter language. They displayed immature linguistic competence incongruent with their mature ideas , a phenomenon that is likely to bear adversely on their communicative ability, so that in fear of making errors and becoming vulnerable to social evaluation, they shrink from communicating in the FL . Furthermore, it is quite evident that the students' fear of achieving low results on formal tests often interferes negatively with their FL acquisition .

Mccabe and Bender (1981) argued that anxiety is a normal excitement felt by everyone. For example ,an athlete experiences anxiety before a contest; an actor experiences it before performance, and it is not dangerous if it is not exaggerated. Speech anxiety is the awakening of the nervous system and is felt by many speakers when appearing in front of audience or others. Reducing this anxiety in speaking can be achieved through knowing the content of his speech and knowing the thoughts he wants to convey to the listener.

Izzo (1981) stressed that a teacher plays an important role in shaping the students' attitude towards learning and speaking English. She added that a teacher should have a variety of techniques and skills and the abilities to provide opportunities for students to decrease negative feelings and increase positive ones. Moreover that the teacher's understanding and acceptance of the students' emotional reactions to the language and class help to modify students' negative attitude; teacher's attitude influences students' achievement.

Izzo (1981) found that learners were influenced by the settings in which they learned the language. These situational variables influenced their feelings and attitudes toward the language and the extent to which they became proficient in it. She added that the situational variables that have been most widely considered were physical condition ,teaching method, teacher and time devoted for teaching.

Oyama's study (1976) showed that adults failed to reach native like proficiency. Adults learners lacked proficiency and fluency in speaking even if they tried to speak like native speakers they lacked the naturalness in spoken language. Secondly, the aural medium, in comprehension depends on listening, and speaking depends on listening. If one cannot understand, he will not speak . Speaking is related to listening greatly. The fleetingness of speech with the features of spoken English-loosely organized syntax, incomplete forms, false starts, the use of fillers surely will hinder speaking and cause anxiety . Thirdly, sociocultural factor, language, is a form of social action ,shared values and beliefs that create the traditions`` and social structures that bind a community together. It is difficult for a learner to interact effectively and to speak properly in social situation or to choose the forms appropriate to certain situations as they don't know the rules of usage or how or when and to what degree a speaker may impose a given verbal behavior. The affective factors in a foreign language learning are related to emotions, self esteem, empathy , anxiety, attitude and motivation.



Smith(1975)stated there are some influences on students' attitudes towards foreign language such as teacher, parents, community .He explained that the teacher, who appears to be interested and happy while teaching ,motivates his |her students more. The teacher who meets his students psychological needs creates positive attitudes. Poor attitudes stem from the carelessness of teachers to respond to students social and psychological needs. Smith added that for the low -motivated achiever, social needs are more basic than his needs to know. He must have security and social acceptance before he begins to worry about the task of learning. A teacher should make an effort to maintain a class atmosphere charged with friendliness and acceptance.

Moskowitz, in Smith (1975),pointed out that the anxieties of college students in language classes ,the tension and fear of these students made them speechless. Allowing interaction among students and encouraging students to express themselves freely would create a positive attitude towards the language.

Parents ,as Smith (1975) stated, influence their children's attitudes greatly .If they have unfavorable experience with this language they will not recommend it highly to their children . Also added that the community where the student grows ,the neighborhood where there are frictions between the ethnic groups will surely affect the attitudes of these learners negatively. Smith leads us to the cures of students with poor attitudes .He encourages teachers to foster the development of favorable attitudes and which can be fostered by success and eliminating the unfavorable one. Developing positive attitudes towards the native speakers of the language and their culture will help a lot in learning and speaking this language.

## **1.2 Statement of the Problem :**

The researcher has been teaching English for more than 14 years at government schools in Salfet District. She notices that students suffer greatly when they try to produce simple message in English ,also they look worried , hesitant ,and even reluctant to produce one meaningful sentence. The researcher notices that tension,fear and anxiety accompany their verbal exchange. She thinks that the psychological pressure of making mistakes in front of their classmates make them speechless, and become silent listener instead of active speaker. The poor vocabulary, the limited exposure of students to native speakers ,also the demotivating teachers and the discouraging learning environment intensify the problem. The researcher finds it is of greatest importance to be aware of the students' attitudes that

include their mental thoughts, feelings, perceptions towards speaking English as a foreign language as their views are true reflection of the difficulties, the anxiety ,the worries they experience in practicing speaking as this exploration is a tool for improvement and diagnoses.

### **1.3 Purposes of the Study :**

This study tries to achieve the following purposes :

- 1- to investigate the attitudes of tenth grade students towards speaking English as a foreign Language .
- 2- to investigate the effect of students' gender, place of living, fathers and mother's level of education , students' achievements in English on their attitudes towards speaking English .

### **1.4 Significance of the Study :**

- 1-The findings of this study would draw the attention on the problem more and familiarize teachers of English with areas that cause a lot o difficulty to students.
- 2-This study will enable teachers to be aware of the types of anxiety that are experienced by students to enable them to think of ways to deal with this problem.
- 3- This study will contribute in the development of future curriculum by giving a clear picture of the students' attitudes towards speaking English .
- 4-The study will help teachers to be aware of the positive and the negative attitudes towards speaking English to overcome the negative ones and to enrich the positive attitudes.

### **1.5 Questions of the study :**

- 1-What are the attitudes of the tenth grade students towards speaking English as a foreign Language ?
- 2-Are there any significant differences in the tenth grade students' attitudes towards speaking English due to gender ?
- 3-Are there any significant differences in the tenth grade students'

attitudes towards speaking English due to place of living?

4-Are there any significant differences in the tenth grade students' attitudes towards speaking English due to father's education ?

5-Are there any significant differences in the tenth grade students' attitudes towards speaking English due to mother's education?

6-Are there any significant differences in the tenth grade students' attitudes towards speaking English due to students' achievement in English language?

### **1.6 Hypotheses of the Study :**

This study tries to investigate the following null hypotheses :

- 1- There is no significant difference at ( $\alpha = .05$ ) in the tenth grade students' attitudes towards speaking English due to gender.
- 2- There is no significant difference at ( $\alpha = .05$ ) in the tenth grade students' attitudes towards speaking English due to students' place of living.
- 3- There is no significant difference at ( $\alpha = .05$ ) in the tenth grade students attitudes towards speaking English due to father's education.
- 4- There is no significant difference at ( $\alpha = .05$ ) in the tenth grade students attitudes towards speaking English due to mother's education.
- 5- There is no significant difference at ( $\alpha = .05$ ) in the tenth grade students attitudes towards speaking English due to students' achievements .

### **1.7 Definition of Terms :**

#### **Attitudes :**

Traves, in Shakhshir (1996) , defined the attitude as an “ internal drive to accept or reject to have a positive or negative value on objects, events or ideas.”

Attitudes are defined by the researcher as a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli . Thus, the individual's attitudes are dormant most of the time ; they become

expressed in speech or other behavior when the object of the attitude is perceived .

The word “attitude” according to ( Merriam –Webster Dictionary ,1974 ) is mental position or feelings with regard to a certain object .

### **Tenth Grade :**

The male and female students who are in the tenth grade and have been learning English for six years and their ages range from 15- 16 years old .

### **Communicative approach :**

Rudder, (1999) defined communicative approach by saying it is an approach that emphasizes ways of increasing student -talk and decreasing teacher-talk .He added that the approach to language teaching has necessitated including ,in the lesson plans, the production or performance stage, in which students have the opportunity to use the language in simulated real life situations. The students’ attention is focused more on what they are saying than on how they are saying it. Errors are tolerable and inevitable.

**Anxiety :** It is defined as a state of being anxious or of experiencing strong dominating blend of uncertainty agitation dread and brooding fear about some contingency uneasiness ( Merriam Webster-Dictionary1976 ).

**Apprehension :** Fear &anxiety about future ( Longman-Dictionary1979 ) . It refers to fear rather than vague that bosses and keeps one anxious about the future.(Merriam-WebesterDictionary-1976).

**Communication apprehension:** “It is an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person or persons”.( Mc Croskey in Young ,1990 ) .

It is a type of shyness characterized by fear of or anxiety about communication with people ( Horwitz & Cope, 1986) .

**EFL:** Learning English as a foreign language (AL-Quds Open University,1995).

### **Communicative competence:**

Hymes, quoted in Rivers(1983) , who described it as “what a speaker needs to know to communicate effectively in culturally significant setting.”

Also Hymes(1974) referred to psychological, cultural and social rules which discipline the use of speech. This competence is fed by the social experience, needs and motives, and issues in action that is in itself a renewed source of motives .

### **Simulation:**

Palioura (1996)defined it as “a decision making where the participants acting either themselves or in different social roles, discuss a problem or a series of related problems within a defined setting.”

Trait Anxiety :Young (1990) maintained that “trait anxiety refers to a stable propensity to be anxious. Trait is a permanent personality characteristics.”

### **1.8 Limitations of The study :**

This study will be limited to the male and female tenth graders in government schools in Salfeet District in Palestine in the second semester of the scholastic year 1999 – 2000 .

### **1.9 Summary :**

The researcher included in the first chapter the background of the study, the introduction about speaking anxiety its causes, results and treatments.

The researcher also shed light on the statement of the problem ,the purpose of the study, the research questions, significance of the study, hypotheses of the study, definitions of terms and the limitations of the study.

## Chapter Two Review of Related Literature

### Introduction

This chapter deals with the literature relevant to this study. Many studies have been conducted to investigate the different attitudes towards speaking English as a foreign language. In this chapter a review of relevant studies is also discussed.

Horwitz & Schallert (1999) conducted a study which investigated the links between second language classroom anxiety and second language writing anxiety as well as their associations with second language speaking and writing achievement. The participants were English majors and minors in Taiwan as these only were allowed to take speaking courses and English composition. The total number of the sample was 433 Taiwanese English majors. The majority of these English majors were women. Males were 71 while females were 361 (1 not recorded); 226 were freshmen, 153 were sophomores, 54 were seniors. They ranged in age from 17 to 30. Results showed that second language classroom anxiety was a more general type of anxiety about learning a second language with a strong speaking anxiety element whereas second language writing anxiety was a language skill specific anxiety. Low self-confidence seemed to be an important component of both anxiety constructs.

Tittle (1997) investigated the relationships between anxiety experienced by students in the second language classroom (usually associated with test anxiety, fear of negative evaluation, and communication apprehension), irrational thoughts associated with these anxieties, and classroom achievement among three groups of language learners. The Foreign Language Classroom Anxiety Scale and Irrational Beliefs Test were administered to 94 college students of Russian (n=23), Spanish (n=30), and English as a second language (ESL) (n=41) at various levels of difficulty. ESL learners were native speakers of a wide variety of languages. Results did not reveal significant correlations between language anxiety and irrational thought. Differences in students' mean scores on both instruments were also generally weak. Moderate negative correlations between language anxiety and classroom achievement comparable to that found in previous research was shown, but similar correlations did not occur between irrational thought and classroom achievement.

Sawyer & Behnke (1997) showed that recollections of state speaking anxiety decreased over time, and that the rate of attenuation was associated with the speaker's level of trait speaking anxiety. They found also that recollections of state speaking anxiety (implicit memory) were attenuated over time, and that the magnitude of this decline predicted by the speaker's level of communication apprehension.

MacIntyre, Thivierge & Macdonald (1997) examined potential sources of public-speaking anxiety among undergraduate students stemming from the audience. They identified three sources of anxiety: degree of formal evaluation, level of audience interest in the topic, and audience's responsiveness to the speaker measures willingness to speak and expected speech quality. They found interest, responsiveness, and formal evaluation had effects on all the anxiety-related variables.

Buxton (1997) examined communication apprehension (CA) as a potential barrier to student academic success. Prior research implicated CA as a primary predictor of both interpersonal and academic success. Based on the past research of J. McCroskey and others, it was hypothesized that high CA students would maintain lower grade point averages (GPA) and standardized test scores. Students in five basic public speaking classes were asked to complete the Personal Report of Academic Success (PRCA-24). Results indicated that high CA students attained roughly equal or slightly higher GPAs and standardized test scores. An examination of these results suggests that CA has little negative impact on academic success of college students.

Cyphert (1997) conducted a study that examined the appropriateness of a university reticence program for students who speak English as a Second Language (ESL). An analysis of enrollment indicated that ESL students were enrolling in the reticence program in proportions that exceeded their own enrollment in the university and that ESL students were more likely than native speakers to enroll in the reticence option. A questionnaire was distributed to 50 faculty and teaching assistants who were responsible for one or more sections of the basic speech course. These surveys and interviews were used to gain insight into the appropriateness of either regular public speaking classes or the reticence program to address ESL students' speech skills and apprehension needs. The study concluded that while the current self-selection of students into reticence sections was not an appropriate choice from the available options, neither course addressed the specific skill or apprehension issues of second language public speaking.

Allen (1997) explained that the goal of the instructor in communication skills course is to improve the student's ability to communicate. The public speaking course at the University of Wisconsin-Milwaukee is important to the Communication Department and to the university--every college except Fine Arts and Letters and Science requires a passing grade in this course for admission. The most beneficial outcome for the student occurs when the instructor finds a method of reducing the anxiety so that instruction, application, and practice are conducted in an atmosphere and with an attitude of confidence. However, when explicit efforts are undertaken to reduce anxiety, felt about communication events, they may produce a variety of outcomes. The field has techniques with proven effectiveness at lowering levels of anxiety that need to be used

Izzo (1981), in Shakhshir (1996), stated that peers' influence can't be neglected as the attitudes of learner's peers affect learners' attitudes. If the learner's peers study this language and consider it profitable and prestigious, the learner will look at it positively and learn it willingly. However, if the learner's peers consider learning this language a waste of time and is imposed on them, as it is a compulsory subject, he will be affected negatively. Furthermore, the community where the learners live has a great influence on his attitudes. If the community holds negative attitude towards the target language, the learner will be affected negatively vice versa.

Harmer (1983), in Shakhshir, (1996), reported that student's previous experience is considered a major factor that affects student's attitudes, if it wasn't successful, and if he was humiliated by the lack of success, his attitudes will be affected negatively. Harmer added that other internal factors play a great role in shaping one's attitudes such as his satisfaction with the teaching situation which includes the teacher of the target language, the physical condition, the way of teaching and introducing English and the time devoted for teaching English.

Katchen (1996) pointed out that classroom techniques are offered for teaching students how to present a spontaneous (impromptu) speech in a second language. It is first suggested that such classroom activity be graded minimally to help lower students' level of apprehension. Then strategies for approaching impromptu speech development are discussed, including arriving at a topic (through student suggestion or brainstorming, speech contests, teacher's selection) also finding a thesis statement or main idea, and developing it. Some topics call for narration, some for description, and some for argumentation.



Crump & Dudley (1996) noted that many university speech students suffer from communication apprehension (CA) and must face the fear and anxiety of performance in front of the class. Their study examined the effectiveness of group discussion, interpersonal communication, public speaking, and small group activities and interactions in reducing CA. The subjects were 57 students, enrolled in an introductory communication course in a community college located in the southwestern region of the United States. They volunteered to participate by filling out questionnaires. Subjects participated in small group activities. Every class met except during speech presentations throughout the semester. Results indicated that students' communication apprehension decreased significantly over the course of the semester; and that utilization of a small group learning environment was a factor in the significant decrease in CA and in speaking anxiety.

Ragsdale (1996) found that approximately 15-20% of college students suffered from a fear of public speaking, and that the study of 369 students at Northern Kentucky University revealed high levels of speech apprehension (SA) at the beginning of the semester in the introductory speech course. He reported that although end of the semester results were better, many students did not reduce their apprehension levels. He described the development of a special SA section of the Speech 101 course at Northern Kentucky, offered each fall and spring semester. The SA course content mentioned included cognitive, affective, and behavioral techniques for apprehension reduction. It also offered teaching techniques, such as partners, methods to desensitize conspicuousness, modeling, and impromptu speeches, and also gave grading and counseling center advice. He reported that pre- and posttests for all semesters showed that the special SA section had been a success.

Bigelow (1996) conducted a study to examine the relationship between participation in performing arts within school curricula and level of communication apprehension. He chose two groups from two high schools and divided them into control and experimental. The groups were surveyed to determine the level of communication apprehension students had expressed. Students were also required to supply information regarding gender, ethnic background, and previous years of experience in the performing arts. Students of experimental group consisted of students enrolled in at least one performing arts class (dance, drama, vocal or instrumental music), while control group consisted of students who weren't currently enrolled in any performing arts classes. Students of the treatment group showed significantly lower levels of total communication apprehension. But this wasn't true in specific communication contexts such

as meetings groups, or public speaking. More females than males enrolled in performing arts. One of the most important recommendation is providing students with risk free communication opportunities where students can safely experiment with verbal interaction with other students.

Aljabali (1996) conducted a study which aimed at examining the effect of the role play and pictures on developing the speaking skill of the tenth graders in Irbid District. The subjects were 50 and were divided in control and experimental groups. The students in the experimental group were taught by using picture and role play whereas the control one was taught by using the traditional way of teaching. The findings were that experimental group gained more progress than the control one. There was considerable progress on the different components of the speaking skill.

Qawasmi (1995) maintained that it was of great importance to motivate speaking a foreign language in our classes to create realistic life situations in the classroom, by using teaching aids, to exchange programs and language camps with native speakers. This will build communicative interaction that might take place in authentic social contexts. She quoted theorists' saying that "errors are natural part of the language learning process. Anxiety can be over come when teacher tolerate the errors of L2 production."

Bien-Aime (1995) found that in response to a situation in which there was limited-English proficiency, Haitian students were found to have behavior problems such as English speaking anxiety, depression, low motivation, low energy, and underachievement, attributed to low self-esteem. A project was undertaken to improve student self-concept and achievement. Ninth and tenth-grade Haitian English-as-a-Second Language (ESOL) students (n=100) were first administered an oral language test, a written English test, the Piers-Harris self-concept scale, and a behavioral checklist as pretests. Subsequently, ESOL techniques were implemented in concert with self-concept-enhancing group activities, games (soccer, basketball, volleyball), filmstrips, television viewing, tape recordings, field trips, and an inter-ethnic group fair. At the end of the academic year, the students were re-tested with the same measures, and results indicated improved self-esteem, classroom behavior, and learning ability. There was also an improvement and reduction in speaking anxiety.

Wang (1995) investigated the effect of mini-speech activities and experimented their effect on developing the productive language skills. English senior students level in the university of Chang Sha, Tieao, China were the subjects. These students were good in grammar,

vocabulary, pronunciation but there was a considerable number of students who could not speak fluently. Every student was given 10 to 12 chances to give a mini speech in any topic he liked. Each mini speech lasted from 5 to 10 minutes, the result was that more and more students learned to speak fluently.

Dwyer (1995) examined the association between communication apprehension and learning style preference. The review of literature highlighted communication apprehension and its academic consequences and the impact of learning style preferences on academic achievement. It also pointed out the need for more study of the relationship between communication apprehension and learning style preference. The subjects included 446 students enrolled in fundamentals of public speaking course. They ranged in age from 18 to 59 and in year in college from freshman to graduate students. Within the first two weeks of a spring semester, the students completed McCroskey's Personal Learning Type Measure (LTM), and demographic items. Respondent's answers were statistically analyzed using Avon's and Pearson product-moment correlational matrices. Each of the scales was factor analyzed and reliability coefficients were determined. The results indicated : (1) Trait communication apprehension was significantly correlated with learning style preference for women, but not for men. Highly communication apprehensive women preferred a learning style of reflective observation and thoughtful evaluation or guided active experimentation and practical application. (2) Context-based communication apprehension was significantly correlated (3) Report of Communication Apprehension (PRCA) reported grade-point average (GPA) or academic year in college for the entire sample. (4) Learning style preference is correlated with sex, GPA, academic year in college and age.

Baucom (1994) conducted a study to examine the relationship between speaking anxiety and audience familiarity. The subjects were 107:66 males, and 41 females. The participants completed the public speaking inventory that included five instruments. The results indicated that subgroup of people experienced more anxiety delivering a speech before a familiar audience than before an audience of strangers. They also showed that people who expressed negative attitudes regarding the audience reported higher levels of public speaking anxiety than people who expressed neutral or positive attitudes.

Morreale (1994) also examined the impact of traditional accelerated public speaking instruction on undergraduate-level students' self-perceptions of communication apprehension and self-esteem. The subjects were students at the University of Colorado at Colorado Springs. Students

were enrolled in the same semester in either a 16-week traditional public speaking course (n=64) or an accelerated one-week public speaking course (n=35). Entrance and exit assessment testing was conducted in both courses through the administration of the Personal Report of Communication Apprehension and the Rosenberg Self-Esteem Scale tests comparing the degree of increase in self-esteem. Results indicated no significant differences between students in the two course formats. T-tests comparing the degree of decrease in communication apprehension indicated no significant difference between the two course formats regarding student apprehension in groups, meetings, or conversations. However, students in the 16-week course, demonstrated a significantly greater reduction in public speaking anxiety and in overall apprehension than did students in the one-week course. An obvious explanation for the differences in the latter observation was the time factor. Students in the 16-week course had more time to learn about anxiety, more time to process that information, and more time to research, prepare, and practice speaking in the communication laboratory. Conclusions of this study called for attention to the value of extensive treatment to remedial public speaking anxiety and overall communication apprehension

Newburger (1994) conducted a study that examined the impact of self-confrontation (self-viewing of videotaped speeches) on student public speaking apprehension. The subjects were 112 undergraduate students enrolled in introductory public speaking classes who were confronted with their videotaped speeches (as post-performance feedback). It was found that they did not experience a reduction in their public speaking apprehension, while 56 undergraduate subjects not so confronted did experience a significant reduction. He suggested that the experience of presenting several speeches before an audience appeared to be the intervening variable that invoked the reduction in public speaking apprehension, while self-confrontation appears to inhibit this reduction.

Halvorson, (1993) conducted a study to investigate trait and state anxiety of students enrolled in 10 sections of a public speaking course taught at a large southeastern university. Each of the 195 students (81 males, and 114 females) were, asked to complete a trait-measure (PRCA) one week before and again one week after delivering three required speeches. State anxiety was measured by completing the speaker anxiety scale (SA scale) by every student after delivering each of the three informative speeches. Minutes before speech 2, selected students participated randomly in one of the following treatments (1) exit the room (2) physical activity (PA) (3) Visualization activity (VA) (4) remain in the room (R) which was considered a control treatment. By comparing the scores reported by

students on the SA scale for the four treatment groups ,it was found that PA&VA treatments were effective in reducing activities. However ,the effect of treatments were temporary. Students in (R) & VA groups reported the greatest reduction in levels of anxiety from speech one to speech three.

Hayward (1993 ) pointed out that instructors of speaking apprehension courses could get a better picture of how speaking apprehension "feels" by having their students create a visual representation of their fear. One instructor supplied her students with newspapers, magazines, comic books, construction paper, crayons, glue sticks, and small scissors and had them create speaking apprehension collages. The class was very receptive to the activity. After 20 to 30 minutes, students presented their collages to the class, and freely discussed their fears

Kailani& Muqattash (1993)stated that highly motivated students learn faster and better than those who lacked motivation. Motivation should come from students in the first place. If not, teachers should play their role successfully by creating the desire in them to learn and to speak the language which can be achieved through teacher's employment of techniques to utilize the language creatively ,encouraging activities that carried in groups where students personally exchange relevant information. Also a teacher should use activities that are stimulating that motivate them to speak and participate like role playing, problem-solving, mock interviews, classroom debates, presenting play lets .A teacher can be helpful when students ask him some words they need and should avoid criticizing their effort as concentrating on one's errors discourages and frustrates and even increases his anxiety.

Eons (1982), in Hassan ,(1993) conducted a study that showed the qualities of a good teacher that eliminate anxiety from students' point of view at Beirut school. A teacher should have a lot of knowledge that exceeds what is in books .He should create emotional relations and avoid superiority. Also he/she should have her/his lesson prepared all the time and his test papers should be corrected and given back to students without a delay . He should be young in heart and like teaching. He / she should have a sense of humor and allow students to speak most of the class. A good teacher should treat students fairly without favoritism and should enjoy his/her profession and be patient and his/her voice shouldn't be monotonous.

Mandeville (1993) described how Oklahoma State University offered a special section of the basic speech communication course for students with

public speaking anxiety. Students enrolled by permission of the instructor, and enrollment was limited to 30 students. The basic course was hybrid in nature, and an in-house text was used. The special section often started early so that time would be available to address problems and get all the assignments done. Partners were assigned the second week of the course. A caring, supportive classroom atmosphere was soon established. Student evaluations at midterm and at the end of the course were positive.

Ayres & Raftis (1992) found that time restrictions did not significantly affect the thoughts, behavior, or state-communication apprehension (CA) of people with high public speaking anxiety. They found that people expecting to be evaluated reported more negative thoughts and higher state-CA and exhibited more behavioral disruption than those not expecting to be evaluated. The study was conducted on 73 high school females, 91 high school males, 112 college females, and 63 college males. The results revealed significant differences between high school students from the United States and Australia on the Personal Report of Communication Apprehension and on the Receiver Apprehension Test. Similar results occurred when analyzing the college data. The findings indicated Australian high school and college students had greater listening apprehension than students from the United States. High school students from the United States and college students from Australia had higher oral communication apprehension scores. Overall, females from both countries were more apprehensive than were males.

Beatty & Behnke (1991) examined the relationship between public speaking trait anxiety and heart rate, which produced mixed findings. In the present study, heart rates of both anxious and non-anxious speakers (60 undergraduates) were measured under both high- and low-intensity conditions. Heart rates of anxious speakers were significantly higher than those of non-anxious speakers when both performed under low-intensity conditions, but heart rates were not different for anxious and non-anxious speakers when performing in high-intensity environments.

Kelley & Sweet (1991) investigated factors affecting participation, engagement, and retention of non-native English-speaking students (NNSs) in community college mainstream classes. The student sample included three classes in developmental English at a small western Massachusetts community college. Data were drawn from taped classroom observations and student and teacher interviews. Analysis focused on classroom interaction and interpersonal negotiation critical to learning but often difficult for a NNS in the college mainstream. Preliminary results indicated that NNSs were, in general, much less willing to speak aloud, share

assignments aloud, or respond to teacher questions, even though they knew the correct answer or had homework completed. Teacher expectations, including negative perceptions and interactional norms unfamiliar or unknown to the student, were also found to be influential in the teacher-student relationship. Student responses to teacher attitudes included withdrawal and defensiveness. The participation and success of students in one class suggest that certain teacher behaviors played an important role, including use of multicultural course content, high expectations that were well communicated, and teaching class norms at the outset.

Neer & Kircher (1990) examined the effects of controlling situational factors (i.e., instructional interventions) on reducing state anxiety level of low and high public speaking apprehensives. The subjects were 306 undergraduates enrolled in the basic public speaking course at a Midwestern university during the 1988-1989 academic year. The situational factors that were tested were task difficulty, ambiguity reduction, acquaintance level, evaluation potential, familiarity, and stimulus duration. These factors were tested by manipulating the instructional format through which the initial public speaking assignment was structured. Results indicated support for several of the situational factors. It was demonstrated that speaking before half the class aroused less anxiety than speaking before the entire class, while a personal experience speech resulted in lower reported anxiety than the evidence speech. Speaking last on the assigned day also aroused less anxiety than speaking first, while a random speaking order and a speaking limit of 5 minutes each resulted in lower anxiety than the exact order and the 10-minute limit. Collectively, findings suggested that select interventions reduced public speaking anxiety of students enrolled in a basic public speaking class regardless of their prior communication apprehension level.

Young (1990) identified sources of anxiety among 135 beginning college Spanish students and 109 high school students. Results suggested that speaking in the foreign language is not the exclusive source of anxiety. The teacher's relaxed and positive error-correction attitude could reduce anxiety among students greatly.

Young (1990) conducted a study that examined anxiety and speaking from student's perspective. The researcher developed a questionnaire to identify the sources of anxiety over speaking in a foreign language. It was administered to 135 university level beginning students and 109 high school students. The questionnaire was divided into three sections. The first one asked students to agree or disagree with 24 items related to language anxiety. The second section asked students to indicate their level of anxiety

regarding certain class practices. The third section asked students to identify instructor characteristics and practices that helped reduce language anxiety. The result was that speaking a foreign language was not exclusively the source of students anxiety but speaking in front of the class was. Also this study found that the instructors relaxed and positive error correction attitude could greatly reduce language anxiety

Abu Charah (1990) conducted a study on seventy one Arab students at Saudi College of Education and six English teachers. They were interviewed. The interview showed that students' deficiencies in speaking English were attributed to negative attitudes toward speaking English by students, teachers, peers. The negative attitudes were due to the inappropriate curriculum, the old methods of teaching, and the scarce usage of this language.

Phillips (1989) conducted a study about communication anxiety in second language learning that investigated: (1) the role of four factors (sex, language learning experience, language studied, and confidence) in student apprehension about speaking in the classroom; and (2) students' stated reactions to speaking. The subjects were 101 college students in 4 intact French, Spanish, and German classes. A questionnaire called the Measure of Speaking Apprehension, developed by the experimenter and based on a writing apprehension instrument, contained 30 statements about classroom activities, to which students responded on a 5-point affective scale. Responses to questionnaire statements are presented for each language group and for the total group. Results suggested that previous language learning experience, sex, related to anxiety, and confidence were found to be only moderately related. Analysis of responses to specific classroom activities revealed support for certain activities and suggested ambivalence or unfamiliarity with others. Responses to questions concerning evaluation suggested a high level of student confidence. Reactions to statements of non-specific anxiety suggested that educators should become more aware of student anxiety. Pair and small group work, more frequent exposure to oral evaluation and helping students establish reasonable goals were suggested to reduce apprehension.

Watson et al (1989) explored levels of communication apprehension reported by 5 to 11 year-old children in the United States and Sweden. They pointed out that there were significant amounts of apprehension developing and increasing in early years and indicated the need for research and educational efforts with children and communication apprehension.



Daly et al (1989) reported that in the three studies they had conducted, to examine the relationship between people's public speaking anxiety and their construal of the public speaking experience, the anxiety was related to both beliefs and concerns that played a major role in the preparation of speeches.

Bozik (1988) indicated that students with stage fright were numerous, different from their college peers, and capable of being helped. The University of Illinois created stage fright sections within the basic speech course. To meet the behavioral objectives of the course, the student should be able to define stage fright and recognize its common symptoms, describe personal symptoms and their physical and psychological causes, state and use methods for controlling stage fright, and exhibit normal levels of physical manifestations of stage fright during class presentations. These stage fright sections differed from others in the basic speech course in that students self-selected them. Only "satisfactory"/"unsatisfactory" grades are given, only 7 to 13 students were in each (as opposed to 18 in a non stage fright section), no written examinations were given, and assignments stress discussion and group work, with performances focusing on only one skill. Graded assignments included dyad introductions, oral readings, shield speech, group project, demonstration speech, ad analysis, editorial review, and speech to persuade. Both pretest and posttest results showed that students' evaluations of the first semester of the course was a success.

Ortiz (1988) indicated that effective instructional approaches for dealing with stage fright could be developed by examining A. H. Buss's theory of audience anxiety. Buss argued that audience anxiety correlated with feelings of self-consciousness, characteristics of the audience, and the novelty of the speaking role. From his perspective, the experience of anxiety was divided into three time intervals: (1) evaluation anxiety, occurring days to moments before the event; (2) self-consciousness, occurring in the first one or two minutes of the presentation; and (3) awareness of the novelty of the situation when viewing the audience from a speaker's perspective. This theory is useful in three ways. First, it presents a framework for helping students to understand the experience of fear in the public speaking arena. Second, the theory helps to organize and place into a larger context some of the strategies that are often suggested for minimizing stage fright. Finally, the theory suggested some instructional strategies that instructors could use in teaching the public speaking course. These strategies include situational analysis, visualization strategies, and relaxation techniques. These approaches were most useful for the "normal presenter," that is, the public speaker who experiences nervousness but is not dysfunctional and/or cross-situational.

Ayres (1988) conducted two studies to investigate the link between speech anxiety and positive thinking. He found that there was a correlation between communication anxiety and positive and negative thoughts; and the use of visualization lowered self-reported speech anxiety and increased the proportion of positive to negative thoughts.

Weiss et al (1988) indicated that by using public speaking skills, typical classroom problem areas could be reduced or eliminated. During the first five minutes of class, instructors could orient their audience by reviewing information from the previous class, or gain attention with an interesting story, quote, or humorous incident related to the subject matter. To avoid wasting the last five minutes of class, instructors can summarize material, provide closure, and offer motivation. The problem of students who do not take good notes could be reduced by organizing lectures and using headings and outlines to distinguish major areas from supporting points. To avoid having students become confused or frustrated, instructors could analyze their audience at the beginning of the course to determine interests, and use feedback to monitor student progress. Instructors can reduce student boredom and disinterest by using expression, controlling volume and inflection, revealing their enthusiasm for the subject, supplying a variety of stimuli to keep students motivated, and making use of visual aids and other instructional media. To help students who do poorly on quizzes and/or tests, instructors could clearly distinguish major and minor points, use simplified behavioral objectives, and give sample quizzes and tests to relieve test anxiety. Finally, instructors should build a rapport with their students to create a mutual learning environment of trust and respect..

Chihara&Oller(1987) said that students' success in learning a foreign language depends on their attitudes towards learning a foreign language.

Behnke et al (1987) investigated the relationship between beginning public speakers' self-reported performance anxiety and audience perception of that anxiety. He indicated that audiences perceived speaker anxiety levels to be lower during performance than the speakers themselves report.

Young (1986) conducted a study on 60 college students majoring in French, German, or Spanish who took Self-Appraisal of Speaking Proficiency and State Anxiety Inventory before being assessed by American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI). Results showed that anxiety did not exert as much influence on scores as ability did. However, once OPI is made official test, anxiety in Classroom may increase .

Horwitz(1986)described three components of foreign language anxiety. The first one was communication apprehension which was meant by the language students who had matured thoughts and ideas but an immature second language vocabulary. The inability, either to express oneself or to comprehend another person, leads to frustration and apprehension . Secondly, the fear of negative social evaluation was the second component as students were unsure of themselves and what they were saying ,they might feel that they were not able to make the proper social impression . The third component was test anxiety which means apprehension over academic evaluation as the pedagogical requirements of school and the teacher required the continuous assessment of the students on aspects of proficiency being acquired .

Ambler (1986) conducted a study that examined the relationship between communication apprehension (CA) and general people's orientations, as measured by the Personal Record of Communication Apprehension-24 (PRCA-24) and by the Fundamental Interpersonal Relations Orientations-(FIRO-B), respectively. The study predicted that apprehension about communicating in public speaking situations would demonstrate a larger association with control needs than would apprehension about communicating in dyadic situations. Results indicated a small to moderate correlation between the PRCA-24 and five of the six scales of the FIRO-B.They also indicated a modest relationship between CA and people orientation.

Cronin (1986) clarified speech fright and examined its symptoms, effects, and causes.He also identified various methods of treatment that have proven effective when adapted to individual and situational factors that were responsible for anxiety.He listed seven specific treatments directed toward improving public speaking skills: (1) utilizing effective physical action while speaking; (2) being more audience-centered and less self-centered; (3) preparing thoroughly for public speeches; (4) seeking constructive speaking opportunities; (5) choosing a good topic; (6) understanding the principles of public speaking; and (7) avoiding going over a speech immediately before speaking. He referred to the following strategies to reduce anxiety unrelated to skills deficiencies .A speaker should realize that some speech fright is normal and should also seek "friendly faces" in the audience and he shouldn't expect perfection in speaking;he has to use objectification to reduce speech fright and understand that speech fright is more evident to the speaker than it is to the audience .Finally he should employ cognitive modification; and employ systematic desensitization.

McCroskey et al (1985) conducted a study to compare the communication apprehension levels of Puerto Rican college students with those of United States college students. The Puerto Rican students were considered bilingual, having received instruction in English as a second language for most of their school years. In the first phase of the study, 341 students who reported Spanish as their native language completed a measure of communication apprehension. A year later, 661 students with Spanish as their native language completed the same apprehension instrument. Subjects also were asked to rate their perceived competence in English. These scores were compared to mean scores on the communication apprehension report from nearly 20,000 American students. The results indicated that the Puerto Rican students were much less apprehensive about communicating in their native language than they were about communicating in English. The findings also indicated that apprehension in a first language was a much better predictor of apprehension in a second language than was self-perceived competence in that second language. The results suggested that the problem of communication apprehension must be addressed by second language instructors if students are to be taught to be truly bilingual.

Allen et al (1985) conducted a study to determine the levels of communication apprehension (CA) experienced by individuals living in the United States whose native language is not English and to measure the extent to which CA varies with the interaction contexts, number of years speaking English, time living in the United States, and the speaker's sex. The subjects were 242 international students from 45 countries who completed two versions of a communication apprehension instrument, one to assess feelings of apprehension associated with speaking in the subject's native language, the other for apprehension about speaking in English. Data were also collected on subjects' sex, number of years speaking English, number of years in the mainland United States, and place of ethnic origin. The results indicated that Middle Eastern and European subjects reported levels of apprehension well below norms previously established by U.S. subjects, while Asian and Latin American subjects reported levels just slightly below those norms when communicating in their native languages. All groups indicated that CA was more of a problem in English, with Asians and Latin Americans reporting the highest levels. Females were slightly more apprehensive overall when communicating in either language, but women in the Latin American sample reported less apprehension than males in every context except public speaking. Neither the subjects' number of years speaking English nor the length of time living in the United States correlated with CA.

Tushyeh (1985) conducted an empirical research on the role of the affective factor in shaping the attitudes of the English majors at An-Najah National University. The main purpose of this study was to determine the students' attitudes towards learning English language at the English Department at An-Najah National University also their attitudes towards the teaching situation there and their attitudes towards the speaker and the culture of the target language community. The data analysis of the questionnaire, that was distributed among 125 students, showed that the students' attitudes were positive towards learning English and negative towards the teaching situation. Results also revealed mixture of attitudes ranging from negative, positive and neutral towards the community of the target language.

Croft (1984) conducted a study to determine whether significant public speaking anxiety was present in an adult elective speech course and to determine whether speech anxiety could be lowered with the use of post-speech conferences. The subjects were 74 undergraduate students enrolled in four sections of a night elective course in public speaking. The Personal Report of Public Speaking Anxiety (PRPSA) was used concurrently with follow-up student conferences after speech performances. Students completed a questionnaire describing their performance, feelings and feedback immediately following two speech assignments, and then met with the instructor in conference to discuss the questionnaire responses. Students also completed the PRPSA before and after the course. The five resulting anxiety levels ranged from very low to very high. The results of the pretest and posttest scores indicated differences of 2 to 51 points. Of the total, 25 students lowered their anxiety score by two levels, 5 by three levels, and 2 by four levels; 20 did not change their level from pretest to posttest; and 3 students' scores remained constant, while 11 lowered their score somewhat but not enough to constitute a complete level.

Stewart (1983) explained that based on his own experiences with public courses, the good instructor of a speech communication course for adults brings students to the task of speaking in front of the room gradually to reduce speech anxiety or communication apprehension. During successive class sessions, students were allowed to speak sitting in their seats, standing beside their seats, sitting at the instructor's desk, standing behind it, then standing in front of the class. The instructor can motivate talking by distributing a mimeographed page containing succinct information on various kinds of talks and suggested topics for speeches. He can also give instruction on the use of index cards, and techniques for relaxation. The physical condition of the class was given some attention. For example, chairs in the classroom were arranged in a circle, and the instructor can

build a good emotional relationship with his students through introducing himself to the class by his first name only. Finally, students were given an opportunity to listen to their tape recorded voices and critique their own diction.

Cohen,(1983) described a course which was called Overcoming Speech Anxiety offered to the students ranging from those who avoided conversation with most people to those who spoke publicly often but with a great deal of discomfort. As indicated, the students' reasons for taking such a class were that most people suffered situational rather than general apprehension. Their fears fell into two predominant categories: fear of certain audiences and fear of speaking on certain topics. Generally, four types of approaches were used in the three two-hour class sessions: (1) creating a support group atmosphere; (2) employing relaxation exercises and systematic desensitization techniques; (3) improving confidence through cognitive restructuring; and (4) completing an abbreviated public speaking assignment. By the final class, most students stated in written evaluations that they were less anxious because they better understood their anxieties. Making the course separate from the speech department--noncredit, not graded, and without a speech requirement--helped produce a relaxed atmosphere. The greatest advantage to such a course was the acknowledgement that learning to speak publicly and learning to feel confident in speaking publicly were different skills that need to be taught in different ways. The major disadvantage to teaching apprehension reduction in a course completely separate from any speech course was that there was no clear way to measure progress.

Harmer (1983) stated that classroom atmosphere had a great role in language learning and in affecting one's attitudes positively or negatively. Harmer mentioned that some physical conditions which had a great influence on learning English and on shaping one's attitudes, such as badly lit classroom, invisible blackboard, the lack of sensibly chosen chairs, would allow students to move in the class easily. On the other hand, Harmer insisted on the role of teacher in creating the motivating classroom through using posters ,magazines, caring about student's needs, by encouraging their work.. The method the teacher uses in his class was an important factor that influences one's attitudes positively or negatively.

Ambler (1982) described how that the University of Tennessee (Knoxville) offered a special section of the public speaking curriculum, a "speech anxiety" program, taught by faculty and graduate students from the speech and psychology departments and staff from the counseling services center. The students spent the first few weeks of the special section

developing more positive attitudes about communicating. In about the third or fourth weeks of the quarter, they delivered a 2 to 3 minute speech defining a term or phrase to a lab group of about 8 or 10 students with whom they had previously engaged in several interpersonal or small group exercises. These speeches were videotaped and later shown to the students to give them a base for measuring improvement in specific speech skills.

McCroskey et al(1982) conducted a study on college students and secondary school teachers. They completed measures of communication apprehension about public speaking, meetings, small groups, and conversation. Results indicated that males were slightly shy than females; females were slightly more apprehensive about public speaking than males, but neither differed meaningfully in terms of general communication apprehension.

Plimpton (1981) stressed that it was important for anyone to be able to speak in front of others and this required the following instructions such as: picking a topic and keeping the audience in mind, what they are interested in and how much they already know about the given subject? when planning what to say, a speaker should research the topic thoroughly, organize the speech in three parts: introduction, main body, and summation. The introduction is important because this is where the audience makes up its mind about the speaker. The four intents of the main body are to entertain, to instruct, to persuade, and to inspire. The summation should incorporate a sentence or two which sounds like an ending. Ideally, the speech should not be read, or at least not appear to be read. The best speakers are those who sound spontaneous even if the words are memorized.

Desrochers & Gardner (1981) conducted a study to examine some correlates and consequences of a four-day trip to a French-speaking community by grade eight English Canadian students. The major findings: were that (1) parents of the participants in comparison with those of the non-participants expressed more favorable attitudes toward their children having contact with French-Canadians, and toward learning French, and were less well-educated; (2) no relationship was found between the parents' language-related attitudes and their children's attitudes/motivation to learn French and their French proficiency; and (3) students who had more interaction with French-Canadians, as assessed by either self-report or peer judgments, return from bicultural excursions with more favorable attitudes toward the community and the language they showed, less anxiety when using the language, and more intention to speak it than non-participants.

Izzo(1981) pointed out that a teacher should be skilled in his native language and foreign language and use variety of techniques that encourage students to be active and not to be bored .A good teacher is the one who perceives his students needs and tries to fulfill them .Izzo considered one of the most important qualities of a good teacher is providing his students with opportunities that increase positive attitudes and reduce anxiety towards learning. He also added that learner should feel that the time and the number of periods covers the curriculum and give every one the opportunity to practice all skills but if the time is not enough to practice well all skills , his attitude will be affected negatively.

Izzo (1981) emphasized that the English language teacher's role is to reduce the anxiety of learning and speaking this language by creating suitable atmosphere that helps students or learners to feel secure and comfortable. This atmosphere of security creates in turn relaxing atmosphere for learning . For example, well- chosen chairs should be designed in a way that help students to move easily .Good lighting and teaching aids facilitate learning.

Also Jakobovits ,in Izzo(1981)supported the previous opinion by saying that the most important characteristic of a good teacher is to be responsive to his students' needs.

Tobias(1979) conducted a research about the effect of anxiety on learning in a variety of educational contexts and the interaction between anxiety and instructional method. He found that anxiety was one of the major variables in education and it was an affective state that affects the learning process that is mediated cognitively indirectly, by impacting on the cognitive processes mediating learning at various stages. He showed us how anxiety affects instructional process components input stage, processing stage, output stage. He added that input includes the presentation of instructional material to students. Anxiety could affect learning,. Anxious students divide their attention between the demands of the task and other pre occupations. Less anxious student outperform their more anxious counterparts because they devote more of their attention to task demands and less concern to other irrelevant preoccupations .Processing stage encompasses all operations performed by students to register ,to record ,to store, to organize, and to retrieve instructional input. Anxiety impacts on instructions directly by affecting the cognitive operations performed to process output. Output denotes the students' performance and that the instructional objectives have been achieved. This kind of anxiety appeared in the interference in retrieving the content



mastered during instructions. It was reported by students who claimed to have studied hard and froze up on tests.

Klopf & Cambra (1979) studied apprehension about oral communication in 397 American, 219 Australian, 504 Japanese 73 Korean college students. They used the Personal Report of Communication Apprehension for College Students. The Americans had significantly lower incidence of apprehension than the Japanese but a significantly higher incidence than the Australians and Koreans.

Deffenbacher&Payne (1978) conducted a study on 43 male and 261 female elementary education majors. They were given the Personal Report of Communication Apprehension, Fear of Negative Evaluation questionnaire, and College Self-Expression Scale. Results showed that students who were apprehensive about speaking or performing in front of others were more fearful of negative social evaluation and less assertive in social situations. They also proved that education majors were less apprehensive about communication than college students in general.

Schumann(1975)stated that teacher was the core of the learning process. The teacher should be enthusiastic in teaching and reflect his love and care and positive attitudes towards learning to speak. A teacher should have a full trust in himself and should have sufficient information; otherwise, he will look foolish and can't be trusted by his students as he is the tool for enhancing learner's attitudes or inhibiting them.

Also other researchers gave a lot of importance to the teacher and his role in relaxing learners and in overcoming the anxiety .Hubbard,(1975) emphasized the importance of interaction between teacher and students in the class and considered it the major factor in his or her attitudes towards learning to speak a foreign language .The emotional climate of learning which includes teacher and students relations has great effect on learner's attitudes.

Johnson& Faunce,(1973 )pointed out that, in May 1972, Minneapolis public school students in grades( 7-12) were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas. This report described junior and senior high student responses by achievement in school, racial/ethnic background, and sex. Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. Differences between females and males occurred. Males had less positive attitudes than did

females on the items related to unfair punishment and racial attitudes. Females expressed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males .

Adams& Ewing (1971) indicated that the results of a questionnaire were designed to investigate Puerto Rican students' attitudes toward learning English. Results showed that there was a predominantly positive attitude toward English as a second language in the Puerto Rican town studied in this survey. The questionnaires solicited information from students in grades five through eight concerning personal data, students' contact with English, amount of English used, parental attitudes, and student attitude toward learning English.. The shortcomings of Puerto Rico's standardized English curriculum might have resulted from inappropriate teaching methods rather than from a negative attitude on the part of the students. The students might have received too much language material in too little time without reinforcing what was learned in class through use outside of class.

Politizer(1970)stressed that a good teacher was the one who was not only good in choosing the right techniques but the one who was sensitive to his students needs .

Finocchiaro (1969) emphasized the important cooperative relationship between the school and its community. He assumed that even there was greater importance when the learners are speakers of other languages. The single most important motivating force in learning a new language is the attitude of learners and their parents toward the new language and its speakers. He clarified that of all the responsibilities the schools have toward parents and the community, five had top priority: (1) developing a large number of truly bilingual teachers; (2) preparing bilingual teacher's aides; (3) establishing improved channels of communication between school and community; (4) developing mutually accepting relationships between English speakers and speakers of a second language; and (5) orienting teachers, supervisors, and curriculum writers in realistic attitudes toward their learners and their problems and its members, and the socioeconomic and literacy levels should be considered by the teachers and administrator.

### **Summary:**

Having surveyed the literature, the researcher would like to indicate that she didn't find studies that investigated the influence of some variables such as mother's education, father's education and the place of living, on student's attitude towards speaking English as a foreign language. The researcher found that most of the studies dealt with the problem of speaking a foreign language in term of its causes and the factors and the treatment. The results of this study were more applicable to Palestinians than to any other country .

## **Chapter Three**

### **Methodology**

#### **Introduction :**

This chapter presents the methodology that has been used in this research . The aim is to determine the students' attitudes towards speaking English as a foreign language . This chapter presents the population of the study, the sample, the instrument of the study, as well as its validity and reliability procedures and the statistical analysis.

#### **3.1 Procedures of the study:**

The study was a descriptive one and was conducted to determine whether the attitudes of the tenth grade students towards speaking English was positive or negative. These attitudes were measured by a questionnaire that was designed by the researcher after reviewing some relevant questionnaires : Bustami (1999) ; Shakshir (1996) ; Hussein (1995) , Young (1990) .

This study included two kinds of variables, dependent and independent, the dependent variables include the responses of the students on the questionnaire. The independent variables were :

- \* Gender (male or female).
- \* Place of living (city, village ) .
- \* Father's education (preparatory and less , secondary , community college ,university degree and more) .
- \* Mother's education (preparatory and less ,secondary, community college , university degree and more)
- \* Students' achievement in English (less than 50, 50-59, 60-69, 70-79, 80-89, 90and more) .

#### **3.2 Population of the study:**

The population of the study was the tenth grade students who were registered in Salfeet Directorate of Education, Salfeet District, in the scholastic year 1999 \ 2000. The size of the proposed population is 877 Students .They were distributed among 29 schools, (16) male schools, (13 ) female schools on the 5th , Oct. 1999. The tenth grade students were chosen

as subjects of this study as this stage is medium between the basic and secondary stage .Also students at this stage have been learning English for more than six years which makes it easy for them to know their abilities, worries, and difficulties much better than any other stage. The researcher thinks that this stage is the best to conduct this study on , as it is the last stage to introduce the communicative approach that emphasizes speaking.

**Table 3.1**  
Tenth grade students' distribution in government  
Schools in Salfet district .

No.	Name of School	No. of Students
1	Brouqeen Secondary School for Boys.	30
2	Marda Secondary School for Boys.	35
3	Deir Balout Secondary School for Girls.	22
4	Salfet Secondary School for Girls.	64
5	Azaweyah Secondary School for Boys.	46
6	Kefr Adeek Secondary School for Boys.	52
7	Kefl Hares Secondary School for Boys.	28
8	Brouqeen Secondary School for Girls.	24
9	Yasouf,Eskaka Primary School for Boys.	20
10	Hares Secondary School for Girls.	17
11	Azaweyah Secondary School for Girls.	38
12	Qaraweh Beni Hassan Secondary School for Girls.	26
13	Rafat Co-Educational Primary School.	33
14	Kefr Adeek Secondary School for Girls.	37
15	Zeita Jemmaeen Secondary School for Boys.	20
16	Hares Secondary School for Boys.	24
17	Bedya Secondary School for Girls.	53
18	Sarta Secondary School for Girls.	16
19	Deirstya Secondary School for Boys.	25
20	Sarta Secondary School for Boys.	11
21	Salfet Secondary School for Girls.	63
22	Masha Secondary School for Boys.	27
23	Qaraweh Beni Hassan Secondary School or Boys.	22
24	Farkha Co-Education Primary School.	20
25	Yasouf,Eskaka Basic School for Girls.	16
26	Bedya Secondary School for Boys.	42
27	Deirstya Secondary School for Girls.	24
28	Kefl Hares Secondary School for Girls.	27
29	Deir Balout Secondary School for Boys.	15
	Total	877

### 3.3 Sample of the study :

The sample of the study was randomly chosen and represented approximately 50% of the population (877) which was distributed according to the following independent variables :

**Table 3.2**

**Sample Distribution According to Gender Variable:**

Gender	Students No.	Percent %
Male	192	46.2
Female	224	53.8
Total	416	100

Table 3.2 shows the distribution of the sample according to gender. It shows that the number of females is 224 while the number of males is 192.

**Table 3.3**

**Sample Distribution According to Place Of Living Variable**

Place of residence	Students No.	Percent %
City	253	60.8
Village	163	39.2
Total	416	100

Table 3.3 shows the distribution of the sample according to place of living.

**Table 3.4**

**Sample Distribution According to Father's Education Variable**

Father's Education	Students No.	Percent %
Preparatory or less	207	49.8
Secondary school	155	37.3
Community college	24	5.8
University degree and more	30	7.2
Total	416	100

Table 3.4 shows the distribution of the sample according to father's education .It shows the number of students whose father's education is preparatory and less ,secondary school , community college and university degree and more .

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**Table 3.5**  
**Sample Distribution According to Mother's Education**

<b>Mother's Education</b>	<b>Students No.</b>	<b>Percent %</b>
Preparatory or less	252	60.6
High school	119	28.6
Community college	19	4.6
University Degree and more	26	6.3
<b>Total</b>	<b>416</b>	<b>100</b>

Table 3.5 shows the distribution of the sample according to mother's education. It shows the number of students whose mother's education is preparatory and less ,secondary school ,community college and university degree and more .

**Table 3.6**  
**Sample Distribution According to Students' Achievement Variable**

<b>Students' Achievement</b>	<b>Students No.</b>	<b>Percent %</b>
Less than 50	45	10.8
50-59	87	20.9
60-69	105	25.2
70-79	138	33.2
80-89	26	6.3
90 and more	15	3.6
<b>Total</b>	<b>416</b>	<b>100</b>

Table 3.6 shows the distribution of the sample according to students' level of achievement in English (less than50,50-59, 60-69, 70-79, 80-89 , 90 and more) .

### **3.4 Instruments of the Study**

#### **3.4.1 Questionnaire :**

To measure the attitudes of the students towards speaking English as a foreign language , the researcher used a questionnaire as the main instrument. The researcher distributed 500 questionnaires in Arabic to different schools in Salfeet District with the help of Directorate of Education in Salfeet District and the teachers of the intended schools. She collected 416 questionnaires which formed more than 50% of the population. In developing this questionnaire, the researcher reviewed many questionnaires Bustami (1999),Hussein(1995),which is based on Likert Type elicitation instrument and Young (1990).The researcher herself constructed the items from31-67 but the items from 1-30 were developed

and constructed after reviewing the previous questionnaires. The draft questionnaire was given to 5 Juries of education at An-Najah National University. They recommended some changes and modifications and suggested the deletion of some items. Therefore, 8 items were deleted.

The questionnaire had 67 items divided into five domains. The questionnaire contains two sections: The first section was the personal data about students' gender, students' level of achievement, students' fathers and mother's education, and the place of living.

The second section was the general information that formed the 67 items of the questionnaire. It was divided into five domains.

**Table 3.7**  
**Domains and Items of the Questionnaire**

<b>Domains</b>	<b>Items</b>
1-Students' self efficacy	1-22
2-Students' motivation towards speaking English.	23-32
3-Students' perceptions towards speaking English.	33-45
4-Class teaching & management.	46-61
5-Evaluation & feedback.	62-67
<b>Total</b>	<b>67</b>

Table 3.7 shows the distribution of the items of the questionnaire according to the different domains.

### **3.4.2 Validation of the Instrument :**

To ensure its content validity, the questionnaire was shown to five juries from An-Najah National University and they accepted its appropriateness to measure the intended purpose after doing slight modifications to some items. All reviewers agreed on the final version of the questionnaire as a good instrument to measure the attitudes of the tenth grade students.

### **3.4.3 Questionnaire's Reliability**

To measure the reliability of the instrument, the questionnaire was administered to a sample of 30 male and female students chosen randomly and the data collected were computed by using Cornbach Alpha formula. Accordingly, the reliability coefficients for the different domains was (0.82). Based on these results the questionnaire developed was considered a reliable instrument.



**Table 3.8**  
**Reliability Coefficient for the Different Domains**

<b>Domains</b>	<b>Reliability(R)</b>
Students' self efficacy.	0.86
Students' motivation towards speaking English.	0.87
Students' perceptions towards speaking English.	0.90
Class teaching & management.	0.92
Evaluation & feed back.	0.85
<b>Total</b>	<b>0.92</b>

Table 3.8 shows the reliability coefficient for the different domains and the total.

### **3.5 Statistical Analysis :**

The data collected by the researcher were analyzed by using different techniques to answer the questions of the study.

- \* Means Standard deviations and percentages
- \* One Way Analysis of Variance (ANOVA) and Scheffé's Post Hoc Test to determine the effect of father and mother education and students' achievements on the attitudes of the students towards speaking English as a foreign language .
- \* Independent T-test to determine the effect of gender and place of living on the attitudes of the students
- \* Alpha equation to determine the reliability of the questionnaire
- \* Repeated (MANOVA) and Sidak post-hoc test to determine the differences among different domains

### **3.6 Summary :**

The researcher in this chapter presented the procedures followed in carrying out the research .The procedures here included the population of the study ,the sample of the study ,the instrument ,the validation of the questionnaire, the reliability of the questionnaire, statistical analysis , and the summary.

## Chapter Four Results

### **Introduction :**

This chapter introduces summaries of the results obtained from the statistical analysis of the questionnaire .The chapter also shows the results related to each of the study questions and highlights the main outcome of these results .

### **Q1- What are the attitudes of the tenth grade students toward speaking English as a foreign Language ?**

To answer this question , the researcher used the means and percentages for each domain and the items within each domain .Table (4.1) to Table (4.5 ) show the means and percentages for each item within a certain domain while Table (4.6) shows the ranks of these domains and the related total attitudes .

#### **A : Students' Self-Efficacy Domain :**

Table 4.1 shows the means and percentages of the students' attitudes for the items under the students' self efficacy domain. The results show a positive attitude towards the self efficacy domain on the items (1,3,4,5,9,10,14,15,18,19,20,21,22 ) and the percentages of responses were more than (60%) while the attitudes were negative on items (2,6,7,8,11,12,13,16,17 ) The percentages of responses were less than 60% and for the total score of the students' attitudes on self efficiency domain was positive and its percentage was 60.8 % .

**Table 4.1**  
**Means and Percentages of the Students' Attitudes Towards Speaking English as a Foreign Language For the Students' Self Efficacy Domain ( N=416 )**

No .	Item	Means	Percentage %	Attitude
1	I never feel quite sure of myself when I am speaking English in my English classes.	3.0	60.0	P
2	I am afraid that my English teacher is ready to correct every mistake I make.	2.58	51.6	N
3	I feel very self conscious about speaking English in front of other students.	3.28	65.6	P
4	I start to panic when I have to speak in	3.15	63.0	P

	English without preparation in English classes.			
5	I feel confident while speaking English in English classes	3.25	65.0	P
6	It embarrasses me to volunteer answers in my English classes.	2.39	47.8	N
7	I am afraid of students' laughing at my speaking in English .	2.58	51.6	N
8	I wouldn't be nervous speaking English with native speakers.	2.97	59.4	N
9	I am not a skillful speaker of English.	3.48	69.6	P
10	I don't think I speak English as well as most other people.	3.31	66.2	P
11	I am afraid of explaining my ideas in English when I know I will be observed .	2.71	54.2	N
12	I am afraid of talking about English topics in the class.	2.64	52.8	N
13	I feel nervous while speaking English .	2.63	52.6	N
14	I feel that my friends enjoy what I say in English .	3.03	60.6	P
15	I never seem to be able to clearly express my ideas in English .	3.27	65.4	P
16	I expect to do poorly in English communicative activities even before I take part in them .	2.99	59.8	N
17	My failure in speaking English is because teacher's role at school is not completed at home.	2.96	59.2	N
18	My failure in speaking English is due to the disconnection between teacher's role in school and the environment outside class..	3.21	64.2	P
19	I feel embarrassed as I didn't reach the desired and expected level in speaking.	3.44	68.8	P
20	I think it is easy for me to talk well about the given topic in English.	3.29	65.8	P
21	I don't think I speak well in English as most students in my class do.	3.38	67.6	P
22	I am worried about making grammatical mistakes in my English speech.	3.48	69.6	P
	Total	3.04	60.8	P

\* Maximum point of response is(5 )points.

\* 60% and more is a positive attitude, and less than 60%is a negative attitude

\* p= positive, n= negative

## B : Students' motivation towards speaking English as a foreign language :

Table 4.2 shows the means and percentages of the students' attitudes for the items under the students' motivation towards speaking English as a foreign language domain. The results show a positive attitude towards motivation domain on the items (23,24,25 ,26,27,28,29,30, ) and the percentages of responses were more than 60% while the attitudes were negative on items (31,32,33, ) and the percentages of responses were less than 60% and for the total score of the student attitudes on motivation domain was positive and its percentage was 64.0% .

**Table 4.2**  
**Means and Percentages of the Students' Attitudes Towards Speaking English as a Foreign Language For the Students' Motivation (N=416 )**

No .	Item	Means	Percentage %	Attitude
23	I look forward to communicating my ideas in English.	3.66	73.2	P
24	I would enjoy recording my English on tapes to be heard and evaluated.	3.35	67.0	P
25	I like to have my friends listen carefully to what I have said in English.	3.59	71.8	P
26	I hardly benefit from my classmates' remarks on my English speech .	3.28	65.6	P
27	I prefer to write some notes about the topics before talking about them.	3.53	70.6	P
28	I like to speak English very much.	3.62	72.4	P
29	I am not allowed to speak English In front of other students.	3.01	60.2	P
30	Time passes very quickly in activities that require speaking English.	3.06	61.2	P
31	I feel that speaking English neither benefits me at school nor at home.	2.81	56.2	N
32	I hate taking part in activities that require speaking English.	2.69	53.8	N
33	I feel worried in English class that requires speaking English.	2.69	53.8	N
	Total	3.20	64.0	P

\* Maximum point of response is(5 )points.

\* 60% and more is a positive attitude, and less than 60%is a negative attitude

\* p= positive, n= negative.

### **C : Students' perception towards speaking English as a foreign language :**

Table 4.3 shows the means and percentages of the students' attitudes for the items under the students' perception towards speaking English as a foreign language domain. The results show a positive attitude towards perception domain on the items (37,40,41,42,43,44,45) and the percentages of responses were more than 60% while the attitudes were negative on items (34,35,36,38,39) and the percentages of responses are less than 60% and for the total score of the students' attitudes on perception domain was positive and its percentage was 63.0%.

**Table 4.3**  
**Means and Percentages of the Students' Attitudes**  
**For the Students' Perceptions Towards Speaking English as a Foreign Language.**

No .	Item	Means	Percentage %	Attitude
34	I think talking about my ideas in English is a waste of time.	2.63	52.6	N
35	I am not allowed to speak to the extent that helps me to overcome my fears.	2.99	59.8	N
36	I don't need to speak as my teacher evaluates my written work only.	2.91	58.2	N
37	I think that speaking English is rewarding.	3.34	66.8	P
38	I hate English class in which activities require speaking.	2.79	55.8	N
39	Speaking English is a waste of time as it is not used outside the classroom	2.96	59.2	N
40	I think speaking English is a basic necessity in our life.	3.50	70.0	P
41	Speaking English is a basic means for university education outside Palestine.	3.58	71.2	P
42	Speaking English is a psychological burden on me.	3.14	62.8	P
43	I am interested in speaking English.	3.46	69.2	P
44	I think that speaking English contributes to knowing other nations cultures.	3.45	69.0	P
45	I like all English language skills except speaking.	3.11	62.2	P
	Total	3.15	63.0	P

- \* Maximum point of response is(5 )points.
- \* 60% and more is a positive attitude, and less than 60% is a negative attitude
- \* p= positive, n= negative.

## D : Class teaching & management :

Table 4.4 shows the means and percentages of the students' attitudes for the items under class teaching & management domain. The results show a positive attitude towards class teaching & management domain. The attitude was positive all over the class teaching & management domain 61.2% .

**Table 4.4**  
**Means and Percentages of the Students' Attitudes**  
**For the Class Teaching & Management Domain .**

No .	Item	Means	Percentage %	Attitude
46	I feel that my teacher indicates my weakness in English without giving me any help.	3.10	62	P
47	The number of English classes is not enough to practice speaking English.	3.23	64.6	P
48	The curriculum is designed to activate speaking.	3.12	62.4	P
49	My teacher does not encourage me to speak English.	3.13	62.6	P
50	Teacher's need to cover the required material prevents her/him from giving us the enough chance to speak English.	3.31	66.2	P
51	The crowded classes prevent practicing speaking skill in a good way.	3.36	67.2	P
52	More care is given to writing skill than speaking skill.	3.28	56.5	P
53	Teacher lacks suitable training and methods that enable him/her to highlight the speaking skill.	3.18	63.6	P
54	The teacher of English lacks the ability to display or to present speaking skill as required.	3.21	64.2	P
55	My failure in speaking English is due to the lack of evaluation as is done with other skills.	3.23	64.6	P
56	Some teachers encourage the speaking skill greatly.	3.42	68.4	P
57	There is no suitable evaluation of the speaking skill.	3.38	67.6	P
58	I don't know how to speak English while our teacher speaks Arabic more than English.	3.32	66.4	P
59	My teacher doesn't indicate the areas of	3.31	66.2	P

	weakness in my speaking and how to overcome them.			
60	My teacher uses tapes which include native speakers' talking to imitate.	3.41	68.2	P
61	There are no means to help us speak like native speakers.	3.31	66.2	P
	Total	3.06	61.2	P

- \* Maximum point of response is (5 )points.
- \* 60% and more is a positive attitude, and less than 60%is a negative attitude.
- \* p= positive, n= negative.

## E : Feedback and Evaluation :

Table 4.5 shows the means and percentages of the students' attitudes for the items under the evaluation & feedback domain. The results show a positive attitude towards evaluation & feedback domain. The attitude is positive all over the domain (69.66% ) .

**Table 4.5**  
**Means and Percentages of the Students' Attitudes**  
**For the Feedback & Evaluation Domain .**

No .	Item	Means	Percentage %	Attitude
62	My teacher gives me constructive critique concerning my ability in speaking and expressing my ideas in English.	3.40	68	P
63	I feel that my teacher appreciates my fluency in English even though I make many mistakes.	3.50	70	P
64	There are no examinations to evaluate the speaking skill.	3.38	67.6	P
65	Teacher's evaluation is not based on curriculum basis.	3.49	69.8	P
66	The time allocated to speaking in English in the class is not enough to express myself well.	3.54	70.8	P
67	I feel worried as my teacher doesn't evaluate my speaking because of crowded classes.	3.59	71.8	P
	Total	3.48	69.66	P

- \* Maximum point of response is 5 points.
- \* 60% and more is a positive attitude, and less than 60%is a negative attitude.
- \* p= positive, n= negative.

## **F : The Ranks of the Students' Attitudes for the Different Domains :**

Table 4.6 shows that attitudes are positive over all the domains with the highest positive attitude in the domains of feedback & evaluation, students' motivation and students' perception . The overall attitudes of students were positive towards speaking English as a foreign Language .

**Table 4.6**  
**Means, Percentages and The Rank of the Students' Attitudes**  
**For the Different Domains**

Rank	Domain	Means	Percentage %	Attitude
1	Feedback & evaluation	3.48	69.6	P
2	Students' motivation towards speaking English.	3.20	64.0	P
3	Students' perceptions towards speaking English.	3.15	63.0	P
4	Class teaching & management	3.06	61.2	P
5	Students' self efficacy	3.04	60.8	P
	Total	3.19	63.8	P

\* Maximum point of response is 5 points.

\* 60% and more is a positive attitude, and less than 60% is a negative attitude.

\* p= positive, n= negative.



## Q2 “Are There any Significant Differences in Students’ Attitudes Towards Speaking English as a Foreign Language due to the Students’ Gender Variable ?

To answer this question ,independent T- Test has been used to analyze the data from the questionnaire. Table 4.7 shows the results for both male and female over the different domains .Table 4.7 introduces the means ,the standard deviation, the T-Test value and the significant level.

**Table 4.7**  
**T-test Results for Differences in the Students’ Attitudes Towards Speaking English According to Gender Variable for Different Domains.**

Domain	Male N=192		Female N=224		T-Test	Significance
	M	SD	M	SD		
Students’ self efficacy	3.06	0.48	3.03	0.55	0.616	0.538
Students’ motivation towards speaking English.	3.16	0.61	3.24	0.60	-1.230	0.217
Students’ perceptions towards speaking English.	3.21	0.57	3.10	0.61	1.998	0.046*
Class teaching & management.	3.12	0.55	3.01	0.59	1.914	0.056
Feedback & evaluation .	3.54	0.57	3.42	0.69	1.960	0.051*
Total	3.22	0.33	3.16	0.37	1.742	0.082

significant at (  $\alpha = 0.05$  ) , critical at (1.96)

The results of Table 4.7 show that the computed T-Test values on (students’ self efficacy ,students’ motivation ,class teaching & management domains and total score) were respectively (0.61,1.23,1.91 and1.74) All of these values were less than critical T-Test value(1.96) This means that there were no significant differences at ( $\alpha = 0.05$ )in the students’ attitudes toward speaking English as a foreign language in these domains and total attitude due to gender variable. The results show significant differences at ( $\alpha=0.05$ ) on the students’ perception towards speaking English as a foreign Language and evaluation & feedback domains between males and females in favor of males.

### Q3 “Are There any Significant Differences in Students’ Attitudes Towards Speaking English as a Foreign Language due to the Students’ Place of Living ?”

To answer this question ,independent T- Test has been used to analyze the data from the questionnaire.

Table 4.8 shows the results of place of living variable over the different domains also introduces the means ,the standard deviation, the T-Test, value and the significant level.

**Table 4.8**

**T-test Results for Differences in the Students’ Attitudes Towards Speaking English as a Foreign Language according to Place of Living Variable for the Different Domains.**

Domain	City N=253		Village N=163		T-Test	Sig.
	M	SD	M	SD		
Students’ self efficacy	3.05	0.50	3.02	0.56	0.500	0.618
Students’ motivation towards speaking English.	3.22	0.54	3.17	0.68	0.834	0.405
Students’ perceptions towards speaking English.	3.16	0.56	3.11	0.64	1.079	0.282
Class teaching & management .	3.10	0.54	3.01	0.61	1.510	0.132
Feedback & evaluation .	3.48	0.61	3.47	0.68	0.070	0.944
Total	3.21	0.32	3.16	0.40	1.276	0.203

\* significant at ( $\alpha = 0.05$ ) critical value (1.96)

The results of Table 4.8 show that the computed T-Test values on (students’ efficacy, Students’ motivation, students’ perceptions, class teaching & management , feedback &evaluation domains and total score) are respectively (0.50, 0.83, 1.07, 1.51, 0.07, 1.27) All of these values were less than the critical T-Test values. This means that there were no significant differences at  $\alpha = 0.05$  in the students’ attitude toward speaking English as a foreign language due to place of living variable .

#### Q4 “Are There Any Significant Differences in Students’ Attitudes Towards Speaking English as a Foreign Language Due to The Students’ Father Education Variable ?”

To answer this question , two statistical tests have been used .The first one was the one way analysis of variance test (ANOVA) to test the significance , if any ,of the father’s education overall domains. Results of (ANOVA) test are shown in Table 4.10 .The other test was Post Hoc Test to measure the significance, if any among the different levels of father’s education overall domains .Results of Post Hoc Test were shown in Table 4.11 for the domains that show significance.

**Table 4.9**

#### **Means of Attitudes’ Domains According to Father’s Education Variable**

<b>Domain</b>	<b>Preparatory and less</b>	<b>Secondary</b>	<b>Community College</b>	<b>University and more</b>
Students’ self efficacy	3.12	2.97	3.10	2.85
Students’ motivation towards speaking English.	3.17	3.22	3.27	3.26
Students’ perceptions towards speaking English.	3.11	3.19	3.26	3.09
Class teaching & management .	3.06	3.04	2.96	3.27
Feedback &evaluation .	3.44	3.55	3.46	3.41
Total	3.18	3.19	3.21	3.18

Table 4.9 shows the means of students’ attitudes according to the students’ father’s education .

**Table 4.10**  
**ANOVA Test Results on The Significance Due to Father's Education**  
**for the Different Domains**

Domain	Source of variance	Sum of squares	DF	Mean Square	F	Sig.
Students' Self efficacy	Between Groups	3.13	3	1.044	3.86	0.01*
	Within Groups	111.30	412	0.270		
	Total	114.43	415			
Students' motivations towards speaking English	Between Groups	0.45	3	0.152	0.41	0.74
	Within Groups	150.41	412	0.365		
	Total	150.87	415			
Students' perception towards speaking English	Between Groups	0.92	3	0.307	0.86	0.46
	Within Groups	146.49	412	0.356		
	Total	147.41	415			
Class teaching & management .	Between Groups	1.62	3	0.541	1.63	0.18
	Within Groups	135.96	412	0.330		
	Total	137.58	415			
Feed back &evaluation	Between Groups	1.26	3	0.421	1.02	0.38
	Within Groups	169.38	412	0.411		
	Total	170.64	415			
Total score.	Between Groups	3.62	3	1.208	0.09	0.96
	Within Groups	53.17	412	0.121		
	Total	53.20	415			

Significant at (  $\alpha = 0.05$  ), F critical value ( 2.26 )

The results of Table 4.10 show that computed (F) values on ( students' self efficacy , students' motivation , students' perception , class teaching and management , evaluation & feedback , and total domains ) were respectively (0.41,0.86,1.63, 1.02, 0.09 ) All of these values were less than the critical (F) value (2.62). This means that there were no significant differences at ( $\alpha = 0.05$ ) in the students' attitude toward speaking English in these domains and total attitudes due to father's education variable. However the results revealed significant differences at ( $\alpha=0.05$ ) on students' self efficacy domain according to students' father's education variable .

To determine between whom the differences existed , Scheffe Post hoc test was used .

**Table 4.11**

**Scheffe's Post Hoc Test for the Students' Self Efficacy Domain  
According to Father's Education Variable .**

<b>Father's Education</b>	<b>Secondary</b>	<b>Community College</b>	<b>University and more</b>
<b>Preparatory and less</b>	0.14*	0.01	0.26
<b>Secondary</b>		0.13	0.12
<b>Community College</b>			0.25
<b>University and more</b>			

**Significant at (  $\alpha = 0.05$  )**

The results of the Table 4.11 show the following :  
There was a significant difference at (  $\alpha = 0.05$  ) in the students' attitude on self efficacy domain between preparatory and less and secondary in favor of preparatory and less.  
While the other comparisons among other levels were not significant .

**Q5 “Are There any Significant Differences in Students’ Attitudes Towards Speaking English Due to the Students’ Mother’s Education Variable?”**

To answer this question , One-Way Analysis of Variance (ANOVA) was used .Table 4.12 showed the means and table 4.13 showed the results of ANOVA .

**Table 4.12**

**Means of Attitudes’ Domains According to Mother’s Education Variable**

<b>Domain</b>	<b>Preparatory and less</b>	<b>Secondary</b>	<b>Community College</b>	<b>University and more</b>
Students’ self efficacy	3.05	3.02	3.00	3.09
Students’ motivation towards speaking English.	3.22	3.19	3.12	3.13
Students’ perceptions towards speaking English.	3.17	3.10	2.95	3.30
Class teaching & management .	3.10	3.01	3.05	2.96
Feedback &evaluation .	3.48	3.44	3.49	3.60
Total	3.20	3.15	3.12	3.22

Table 4.12 shows the means of students’ attitudes’domains according to the students’ mother’s education variable.

**Table 4.13**

**ANOVA Test Results on The Significance due to Mother's Education  
for the Different Domains**

Domain	Source of variance	Sum of squares	DF	Mean Square	F	Sig.
Students' Self efficacy	Between Groups	0.147	3	0.049	0.17	0.91
	Within Groups	114.28	412	0.277		
	Total	114.43	415			
Students' motivations towards speaking English	Between Groups	0.388	3	0.129	0.35	0.78
	Within Groups	150.48	412	0.365		
	Total	150.87	415			
Students' perception towards speaking English	Between Groups	1.81	3	0.605	1.71	0.16
	Within Groups	145.60	412	0.353		
	Total	147.41	415			
Class teaching & management .	Between Groups	0.86	3	0.288	0.86	0.45
	Within Groups	136.72	412	0.332		
	Total	137.58	415			
Feed back &evaluation	Between Groups	0.61	3	0.204	0.49	0.68
	Within Groups	170.03	412	0.413		
	Total	170.64	415			
Total score .	Between Groups	0.331	3	0.110	0.86	0.46
	Within Groups	52.87	412	0.128		
	Total	53.20	415			

Significant at (  $\alpha = 0.05$  ) , F critical value ( 2.26 )

The results of the table show that computed F values for all domains and total attitudes were respectively (0.17, 0.35 , 1.71 , 0.86 ,0.49 , and 0.86). All of the values were less than critical value  $F= 2.62$ . This means that there were no significant differences at (  $\alpha = 0.05$  ) in the students' attitudes toward speaking English due to the students' mother's education variable .

**Q6 “Are There any Significant Differences in Students’ Attitudes Towards Speaking English Due to Differences in the Students’ Level of Achievement ?”**

To answer this question, two statistical tests have been used. The first was the One Way Analysis of Variance (ANOVA) to test the significance, if any, of the students’ level of achievement over all domains . Results of (ANOVA) test are shown in Table (4.15 ) .The other was the Post Hoc Test to measure the significance ,if any ,between the different levels of students’ achievement overall the domains. Results of Post Hoc Test are shown in Table (4.16) to Table (4.21) for the different domains that shows significance .

**Table 4.14**  
**Means of Attitudes’ Domains According to the Students’ Level of Achievement Variable**

<b>Domain</b>	<b>50-and less</b>	<b>50-59</b>	<b>60-69</b>	<b>70-79</b>	<b>80-89</b>	<b>90 and more</b>
Students’ self efficacy	2.90	3.14	3.10	2.87	3.34	3.52
Students’ motivation towards speaking English.	3.02	3.14	3.25	3.15	3.52	3.76
Students’ perceptions towards speaking English.	3.06	3.12	3.21	3.02	3.49	3.80
Class teaching & management.	2.96	3.01	3.10	2.98	3.42	3.62
Feedback &evaluation .	3.20	3.53	3.44	3.48	3.73	3.85
<b>Total</b>	<b>3.03</b>	<b>3.20</b>	<b>3.19</b>	<b>3.22</b>	<b>3.50</b>	<b>3.71</b>

Table 4.14 shows the means of students’ attitudes according to the students’ level of achievement in English . It shows that students with high average in English has accordingly high positive attitude in all over the domains toward speaking English as a foreign language .



**Table 4.15**  
**ANOVA Test Results on The Significance Due to Students' Level of Achievement for the Different Domains**

Domain	Source of variance	Sum of squares	DF	Mean Square	F	Sig.
Students' Self efficacy	Between Groups	11.77	5	2.35	9.40	0.00
	Within Groups	102.66	410	0.25		
	Total	114.43	415			
Students' motivations towards speaking English	Between Groups	9.82	5	1.93	5.71	0.00
	Within Groups	141.04	410	0.34		
	Total	150.87	415			
Students' perception towards speaking English	Between Groups	12.41	5	2.48	7.53	0.00
	Within Groups	135.00	410	0.32		
	Total	147.41	415			
Class teaching & management .	Between Groups	9.79	5	1.95	6.28	0.00
	Within Groups	127.79	410	0.31		
	Total	137.58	415			
Feed back & evaluation	Between Groups	7.72	5	1.54	3.88	0.00
	Within Groups	162.92	410	0.39		
	Total	170.64	415			
Total score .	Between Groups	9.00	5	1.80	16.7	0.00
	Within Groups	44.20	410	0.10		
	Total	53.20	415			

Significant at (  $\alpha = 0.05$  ), F critical value ( 2.26 )

The results of the Table 4.15 show that computed F values for all domains and total attitudes were respectively (9.40,5.71,7.53,6.28,3.88,16.7 ). All of the values were more than the critical value  $F = 2.62$ . This means that there were significant differences at ( $\alpha = 0.05$ ) in the students' attitudes toward speaking English due to students' level of achievement variable .To determine between which levels the differences exist Scheffe Post Hoc Test was conducted as in Table 4.16 .

**Table 4.16**  
**Scheffe's Post Hoc Test for Self Efficacy Domain According to Students' Achievement Variable**

Mark	50-59	60-69	70-79	80-89	90 and more
Less than 50	-0.23	-0.19	0.03	-0.43*	-0.61*
50-59		0.04	0.26*	-0.20	-0.38
60-69			-0.22*	-0.24	-0.42
70-79				-0.47*	-0.64*
80-89					-0.17
90 and more					

Significant at (  $\alpha = 0.05$  ).

The results of table (4.16) show the following:-

**There was a significant difference at (  $\alpha = 0.05$ ) on self efficacy domain between:**

- \* less than 50 and (80-89) in favor of (80-89).
- \* less than 50 and (90 and more) in favor of (90 and more).
- \* (50-59 )and (70-79) in favor of (70-79).
- \* (60-69) and (70-79) in favor of (70-79).
- \* (70-79)and(80-89)and(90 and more) in favor of (80-89)and(90 and more).
- \* (80-89)and(90 and more) ) in favor of(90 and more).

**There was no significant difference between :**

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (50-59 )and(60-69).
- \* (50-59 )and(80-89).
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (60-69) and 90 and more.

**Table 4.17**

**Scheffe's Post Hoc Test for Students' Motivation Domain According to Students' Achievement Variable**

Mark	50-59	60-69	70-79	80-89	90 and more
less than 50	-.11	-.22	-.12	-.49*.	-.74*
50-59		-.10	-.626*	-.37	-.62*
60-69			.10	-.27	-.51
70-79				-.37	-.61*
80-89					-.24
90 and more					

**Significant at (  $\alpha = 0.05$ ) .**

The results of Table 4.17 show the following:-

**There was a significant difference at (  $\alpha = 0.05$ ) on students' motivation domain between:**

- \* less than 50 and (80-89) in favor of (80-89).
- \* less than 50 and (90 and more) in favor of (90 and more).
- \* (50-59 )and (70-79) in favor of (70-79).
- \* (50-59 )and (90and more) in favor of (90and more).
- \* (70-79)and(90 and more) in favor of (90 and more)..

**There was no significant difference between :**

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (50-59 )and(60-69).
- \* (50-59 )and(80-89).
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (60-69) and 90 and more.
- \* (70-79) and (80-89).
- \* (80-89) and (90 and more).

**Table 4.18**  
**Scheffe's Post Hoc Test for students' Self perceptions domain**  
**According to students' achievement variable**

Mark	50-59	60-69	70-79	80-89	90 and more
Less than 50	-6.14	-.15	3.51	-.43	-.73*
50-59		-9.00	9.66	-.37	-.67*
60-69			.18	-.28	-.58*
70-79				-.47*	-.77*
80-89					-.30
90 and more					

Significant at (  $\alpha = 0.05$ ).

The results of Table (4.18) show the following:-

**There was a significant difference at ( $\alpha = 0.05$ ) on Students' Self perception domain between:**

- \* less than 50 and 90 and more in favor of ( 90 and more).
- \* (50-59 )and ( 90 and more).in favor of ( 90 and more).
- \* (60-69) ( 90 and more) in favor of ( 90 and more.
- \* (70-79)and(90 and more) in favor of (90 and more)..
- \* (70-79)and(80-89 ) in favor of (80-89 )..

**There was no significant difference between :**

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (less than 50) and (80-89).
- \* (50-59 )and(60-69).
- \* (50-59 )and(70-79).
- \* (50-59 )and(80-89).
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (80-89) and (90 and more).

**Table 4.19**

**Scheffe's Post Hoc Test for Class teaching & Management Domain  
According to Students' Achievement Variable**

Mark	50-59	60-69	70-79	80-89	90 and more
Less than 50	-5.61	-.14	-1.89	-.46*	-.65*
50-59		-8.51	3.71	-.40	-.60*
60-69			.12	-.32	-.51*
70-79				-.44*	-.64*
80-89					.19
90 and more					

Significant at (  $\alpha = 0.05$ ).

The results of Table 4.19 show the following:-

**There was a significant at (  $\alpha = 0.05$ ) on class teaching & management domain between:**

- \* less than 50 and 80-89 in favor of ( 80 –89) .
- \* less than 50 and 90 and more in favor of ( 90 and more).
- \* (50-59 )and ( 90 and more).in favor of ( 90 and more).
- \* (60-69)and ( 90 and more) in favor of ( 90 and more.
- \* (70-79)and(90 and more) in favor of (90 and more)..
- \* (70-79)and(80-89 ) in favor of (80-89 )..

**There was no significant difference between :**

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (50-59 )and(60-69).
- \* (50-59 )and(70-79).
- \* (50-59 )and(80-89).
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (80-89) and (90 and more).

**Table 4.20**

**Scheffe's Post Hoc Test for Feedback and Evaluation Domain  
According to Students' Achievement Variable**

Mark	50-59	60-69	70-79	80-89	90 and more
Less than 50	-.33	-.24	-.28	-.53*	-.65*
50-59		8.65	5.06	-.20	-.32
60-69			-3.58	-.29	-.40
70-79				-.25	-.37
80-89					-.11-
90 and more					

Significant at (  $\alpha = 0.05$ ).

The results of Table 4.19 show the following:-

There was a significant at (  $\alpha = 0.05$ ) on Feedback and Evaluation domain between:

- \* less than 50 and 80-89 in favor of ( 80 –89) .
- \* less than 50 and 90 and more in favor of ( 90 and more).

There is no significant difference between :

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (50-59 )and(60-69).
- \* (50-59 )and(70-79).
- \* (50-59 )and(80-89).
- \* (50-59 )and(90 and more)
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (60-69)and (90 and more)
- \* 70-79 and(80-89)
- \* 70-79 and(90and more)
- \* (80-89) and (90 and more).

Table 4.21

**Scheffe's Post Hoc Test for the Total Domains According to Students' Achievement Variable**

Mark	50-59	60-69	70-79	80-89	90 and more
Less than 50	-.16	-.19	-7.18	-.47*	-.68*
50-59		-3.06	-8.90	-.31*	-.52*
60-69			-.11	-.28*	-.49*
70-79				-.40*	-.61*
80-89					-.20
90 and more					

Significant at (  $\alpha = 0.05$ ).

The results of table (4.20) show the following:-

There was a significant difference at (  $\alpha = 0.05$ ) on the total domains between:

- \* less than 50 and 80-89 in favor of ( 80 -89) .
- \* less than 50 and 90 and more in favor of ( 90 and more).
- \* (50-59 )and ( 80- 89).in favor of ( 80 -89).
- \* (50-59 )and ( 90 and more).in favor of ( 90 and more).
- \* (60-69)and( 80- 89).in favor of ( 80 -89).
- \* (60-69)and ( 90 and more) in favor of ( 90 and more).
- \* (70-79)and(90 and more) in favor of (90 and more)..
- \* (70-79)and(80-89 ) in favor of (80-89 )..

There was no significant difference between :

- \* (less than 50) and (50-59).
- \* (less than 50) and (60-69).
- \* (less than 50) and (70-79).
- \* (50-59 )and(60-69).
- \* (50-59 )and(70-79).
- \* (50-59 )and(80-89).
- \* (60-69)and (70-79)
- \* (60-69)and(80-89)
- \* (80-89) and (90 and more).

**Q7 “Is There any Significant Difference at ( $\alpha= 0.05$ ) among the Domains of attitudes?”**

To answer this question , Repeated MANOVA was used through using Wilks’ Lambda as in Table 4.22 .

**Table 4.22**

**Results of Repeated MANOVA for the Differences Among Domains**

Wilks’ Lambda	F	DF	Error	Sig.
0.69	45.21	4	412	0.000*

The results of the table(4.14)show significant differences at ( $\alpha=0.05$ )among the domains of attitudes .To determine among which domains the difference exist , Sidak Post Hoc Test was used as in the following table.

**Table 4.23**

**SIDAK-POST-HOC-TEST on the Significance for the Different Domains**

Domains	R2	R3	R4	R5
1- Students’ self efficacy	-.16*	-.10*	-2.14	-.43*.16
2-Students’ motivation towards speaking English.		5.35	.14*	-.27*
3-Students’ perceptions towards speaking English.			8.69	-.32*
4-Class teaching & management.				-.41*
5- Feedback. & evaluation				

Significant at (  $\alpha = 0.05$ ) .

The results of Table 4.23 ( Sidak Post Hoc Test ) showed the following :  
There was a significant difference at ( $\alpha = 0.05$ ) between :

- \* Students’ self efficacy domain and students’ motivation towards speaking English in favor of students’ motivation towards speaking English .

- \* Students' self efficacy domain and students' perceptions towards Speaking English in favor of students' perceptions towards speaking English .
- \* Students' self efficacy domain and feedback and evaluation domains in favor of feedback and evaluation domain
- \* Students' motivation towards speaking English and class teaching and administration in favor of class teaching and management
- \* Students' motivation towards speaking English domain and feedback and evaluation domain in favor of feedback and evaluation
- \* Students' perceptions towards speaking English domain and feedback and evaluation domain in favor of feedback and evaluation
- \* Class teaching & administration domain and feedback and evaluation domain in favor of feedback and evaluation

The results of The Table 4.23 ( Sidak Post Hoc Test ) show the following :

**There was no significant difference at(  $\alpha = 0.05$  ) between :**

- \* Students' self efficacy domain and class teaching and management domain.
- \* Students' motivation towards speaking English domain and Students' perceptions towards speaking English domain.
- \* Students' perceptions towards speaking English domain and class teaching and management domain .

### **Summary :**

This chapter has presented the findings and the results of the statistical analysis . These results have been displayed in term of answers to the questions of the study . Independent T-Test One Way Analysis of Variance ANOVA, Scheffe's post hoc test , MANOVA, Sidak post hoc test were used in the analysis of the data collected for this study.



## Chapter Five Discussion & Conclusions

### **Introduction :**

This chapter will present the discussion and conclusions from the results of the study.

### **Q1-What are the attitudes of the tenth grade students toward speaking English as a foreign language ?**

To answer this question ,the researcher used the means and percentages for each of the domains and the items within each domain .

The results showed positive attitudes towards speaking English as a foreign language over all the domains . This showed that students think positively of speaking English and have the motivation to learn it , and think it is helpful and rewarding. This indicates a positive change towards speaking English as opposed to what had been believed by many teachers and educators.

The highest positive attitudes were in the following domains : feedback & evaluation, students' motivations towards speaking English, students' perceptions towards speaking English .The other domains (students' self-efficacy, class teaching & management were critically positive. This low positive degree in these domains reflects the students' uncertainty of their abilities in this skill (speaking) which is a burden to some . Also the low self-esteem of a students' abilities to speak will influence his judgment which is influenced by the personality of a person, his inner feelings thoughts towards this language .Concerning class teaching and management , and self-efficacy domains ,the researcher thinks that having a positive attitude towards these domains is considered a good indication. This change came as a result of the efforts of the Palestinian National Authority since its coming in 1995.It has done its best to improve the educational process, at the top of which are the teacher and student. A teacher is given a lot of support, encouragement, and attention through training sessions and workshops inside and outside the country. On the other hand, a student is given a lot of moral support and encouragement and has become the core of the teaching process. In turn this has caused a change in students' expectations and prospects toward English and speaking it. Still educational process needs much support .Classes need more to be done. For example: available and up-to-date facilities, available

space, uncrowded classes, helpful efficient teachers whose accent is similar to the native speakers ,more time and more classes are all needed to develop this skill.

There is also a need for a new understanding of students' psychology, his aptitude, attitude and the best techniques to highlight his inner abilities.

The overall attitudes of students were positive towards speaking English as a foreign language .

In general these results agree with results found in a study conducted by. Adams. and Wallace (1971)in which they found that students' attitude towards speaking English language was positive . The students in grades five through eight think that the unsuitable curriculum may result from inappropriate teaching methods rather than from a negative attitude on the part of the students. The students may be receiving too much language material in too little time without reinforcing what is learned in class through use outside of the class .

Also in agreement with the results of this study was Young's study (1990) .He identified sources of anxiety in speaking a foreign language and suggested that speaking in the foreign language is not the exclusive source of anxiety. The teacher's relaxed and positive error-correction attitude could reduce anxiety among students and create positive attitudes.

Harmer(1983) pointed that there are some internal factors that play a great role in shaping one's attitudes such as his satisfaction with the teaching situation that includes the teacher of the target language , the physical condition , the way of teaching and introducing English , the time which is devoted for teaching English .The researcher thinks that having a positive attitude is not surprising if a positive well-prepared teaching process is created. She thinks that attitudes can be shaped according to the given teaching environment. Positive attitude can emerge if it is given the chance and the proper methodology.

**Q2- “Are there any significant differences in students’ attitudes towards speaking English as a foreign language due to the students’ gender variable?”**

To answer this question, independent T-Test was used to analyze the data from the questionnaire . Results showed that there were no significant differences at ( $\alpha = 0.05$ ) in the students’ attitudes towards speaking English as a foreign language in these domains for the total attitude due to gender variable. There were significant differences between males and females in favor of males in the domains of feedback & evaluation and, students’ self perceptions towards speaking English as a foreign language. Females were shy to talk or to express themselves even in their language although speaking is the primary means of communication. Many females’ apprehension overrides their desire to learn to speak well in a foreign language, and they tend to avoid classroom speaking situations. It is not astonishing for males to have higher perceptions towards speaking English than females. The researcher thinks that males have more ambition than females to continue their education outside their country . Therefore their perceptions towards speaking English is higher than females .

Retaining to feedback & evaluation, the researcher thinks that men’s higher attitude was surprising as girls were more careful and always wanted the best in everything and looked at things with critical eyes though it may be good. She thinks that men’s higher positive attitude resulted from their carelessness and ignorance and unreasonable satisfaction with the ways of teaching , ways of testing and ways of correcting mistakes.

No significant differences were found between males and females in the domains of self efficacy, motivation, class teaching and management. As students living in the same area , the same conditions, the same environment of learning, and exposed to the same ways of teaching, surely their motivation, their self efficacy will be approximately the same. Also the class teaching and management is the same since they are learning in the same district and under the same conditions .

The results of this study are in agreement with the results found in the study of Johnson, & Faunce, (1973 ).The results showed that females expressed greater anxiety about speaking in front of the class and had negative attitude towards speaking , and tended to have more positive attitudes than males toward school in general.

Allen, et, al (1985) . stated that females were slightly more apprehensive overall when communicating in English .

Ayres & Raftis (1992) found that overall females from both countries Australia & United States were more apprehensive than were males in speaking English.

Deffenbacher and Payne,(1978)showed that female students who were apprehensive about speaking or performing in front of others were more fearful of negative social evaluation and less assertive in social situations.

Results in McCrosky (1982)study contradicted the results of this study . He showed that males may be slightly shyer than females. Females may be slightly more apprehensive about public speaking than males.

**Q3- Are there any significant differences in student s' attitude towards speaking English as a foreign language due to differences in the students' place of living ?"**

To answer this question, independent T-Test was used to analyze the data from the questionnaire . Results showed that there are no significant differences at ( $\alpha = 0.05$ ) in the students' attitudes towards speaking English as a foreign language due to differences in the students' place of living .For all the domains there were no significant differences. This indicates that the students in Salfeet District whether they were living in the city or in the village lived under the same conditions , the same environment and had the same facilities. Cities in this district are not greatly different from villages and the people's life is nearly the same .Therefore, the differences were not found between city and village in Salfeet District .They were nearly similar in most of the conditions as cities in this district don't have the components of cities.

**Q4 "Are there any significant differences in students' attitudes towards speaking English as a foreign language due to the students' Father's Education Variable?"**

To answer this question two statistical tests have been performed . The first one was the One Way Analysis of Variance test (ANOVA) to test the significance ,if any, between the different levels of father's education allover the domains. Also the Post Hoc Test was used to measure the

significance, if any, between the different levels of father's education all over the domains.

1-ANOVA test results showed that there were no significant differences due to the differences in the level of students' father's education for the domains ,students' motivations, students' self perceptions, feedback and evaluation, class teaching and management .

2-ANOVA test results showed that there are significant differences due to differences in the level of students' father education for the students' self efficacy domain, students whose father's education level is preparatory and less have more self efficacy than students whom their father's education is secondary .

The researcher found that students whose father's level of education is preparatory and less have more self efficacy than those whose father's education is secondary .The low level of education for father is the motive for student to be better and to do his best , to avoid the suffering and hard ship that his father lives in .Also fathers of this kind of students motivate their sons to be more educated and reflect to them the true picture of the disadvantages of ignorance . The researcher thinks that this result may be attributed to the fact that the students whose fathers received low or moderate education get constant encouragement and advice from their fathers .Such students tend to work hard to accomplish what their fathers were deprived of. They are eager to prove themselves and to be self reliant.

This is the first study to investigate the effect of father's education on the attitudes of the students' attitudes towards speaking English.

In general, these results are in agreement with studies conducted by Desrochers & Gardner.(1981) which showed no relationship between the parents' language-related attitudes and their children's attitudes motivation to learn English .

The results are in agreement with al Hassan. (2000) study who found that students whose fathers had low ,moderate education scored higher than those whose fathers got university education

**Q5 “Are there any significant differences in students’ attitudes towards speaking English as a foreign language due to the students’ mother’s education Variable?”**

To answer this question, two statistical tests were performed . The first one was the One Way Analysis of Variance test (ANOVA) to test the significance ,if any, between the different levels of mother’s education in all the domains. Also the Post Hoc Test was used to measure the significance, if any, between the different levels of mother’s education in all the domains.

ANOVA test results showed that there were no significant differences due to the differences in the level of students’ mother’s education for all the domains. Students’ motivations towards speaking English as a foreign language, students’ perceptions towards speaking English as a foreign language, feedback and evaluation ,class teaching and management and students’ self efficacy towards speaking English as a foreign language . This indicates that the mother in this study did not have any role in influencing her sons or daughters. The researcher found this normal in this district as most of the mothers were not educated enough as most of their levels were preparatory and less.. The researcher thinks that mother’s role in teaching , motivating and influencing their sons and daughters to learn any subject is some thing normal ,but in languages especially English their influence can’t be seen as English is a foreign language and difficult for them, as most of their education is preparatory and less. This is the first study to investigate the effect of father’s education and mother’s education on the attitudes of the students towards speaking English as a foreign language.

**Q6 -“Are there any significant differences in students’ attitude towards speaking English as a foreign language due to differences in the students’ level of achievement ?”**

To answer this question, two statistical tests were used. The first was the one way (ANOVA) to test the significance ,if any, of the students’ level of achievement overall domains .The results of ANOVA test are shown in Table (4.15).The other was the Post Hoc Test to measure the significance ,if any ,between the different levels of students’ achievement overall the domains. Results of Post Hoc Test are shown in Table (4.16 ) to Table (4.21) for the different domains that showed significance.

The results of the table showed that computed F values for all domains and total attitudes were respectively (9.40,5.71,7.53,6.28,3.88,16.7). All of

the values were more than the critical value  $F = 2.62$ . This means that there were significant differences at ( $\alpha = 0.05$ ) in the students' attitudes toward speaking English due to students' level of achievement variable. To determine between which levels the differences exist, Scheffe Post Hoc Test was conducted.

The significance of the differences increased with the increase in the level of students' achievement. The researcher found that students with high averages had lot of self-efficacy, and had high perceptions towards speaking English, and high motivation, their attitudes towards class teaching and management and feedback & evaluation were relatively high.

Results of this study are in agreement with Johnson & Faunce, (1973) who found that 'after implementing a questionnaire that measures students' attitudes, students who identified themselves as high academic achievers, had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers.'

Also the results of this study are in agreement with Rosenfield, et, al (1995) who found that, compared to national norms, students who are academically successful were significantly lower on communication apprehension and had positive attitude in dyadic contexts and group contexts, and significantly higher on self-perceived communication competence with strangers.

Miller & Edmund (1986) found a correlation between high apprehension levels and lower academic achievement. They suggested that teachers should be trained to deal with students' apprehension by improving interaction skills and fostering lifelong learning skills and attitudes.

## Conclusions:

This chapter presented the results and the findings of this study concerning the attitude of the tenth grade students toward speaking English as a foreign language in Salfeet District.

In general the attitudes of the tenth grade students towards speaking English as a foreign language were positive all over the domains.

The results showed significant differences between males and females in favor of males on students' perception towards speaking English as a foreign Language and feedback & evaluation domains.

No significant differences were found due to differences in place of living on all over the domains .

Significant differences were found in students' self efficacy domain due to differences in father's education variable .

No significant differences were found due to differences in the level of students' mother's education for the total domains .

Significant differences were found due to differences in the students' level of achievement for all the domains

### **Recommendations:**

In the light of these findings the researcher recommends that :

- 1-Teachers should create new methods and techniques in teaching this skill, and the proper ,motivating , encouraging activities that enable a student to speak naturally and happily .
- 2-The Ministry of Education should provide schools with trained teachers with native like speaking accent and develop teachers in oral communications by sending them to special training sessions inside or outside the country
- 3-The Ministry of Education should increase the number of English classes and (hours) allocated to speaking English. This will give more opportunities to more students to speak , to share. and to express themselves freely.
- 4-The Ministry of Education should encourage and motivate students to form positive attitude towards speaking English which can be achieved through providing students with relaxing environment , flexible chairs, recorders, good lighting, video taped speeches, overhead projector, colored walls, audio visual aids.
- 5-The Ministry of Education should include the speaking skill in the final examination, and special tests should be designed for this purpose .



- 7-Orienting teachers, supervisors, and curriculum writers in realistic attitudes toward their learners and their problems.
- 8- Providing students with risk free communication opportunities where students can safely experiment with verbal interaction with other students.
- 9-English teachers should teach English as a set of communicative tasks and not as lectures.
- 10- Exchanging visits with students from English speaking countries to expose our students to realistic situations that enrich their abilities of speaking

#### **Suggested recommendations :-**

- 11-Developing a large number of truly bilingual teachers.
- 12- Conducting studies that investigate the effect of exposing students to oral communication in realistic situations .
- 13- Familiarizing the teachers of English with the oral proficiency tests and supervise implementing them .
- 14- Establishing computer language laboratories on an experimental basis in secondary schools in Salfeet District.
- 15- Similar studies should be done on other grades .
- 16- Conducting similar studies that investigate the effect of using language laboratories in improving the speaking skill in schools.
- 17- Conducting studies that investigate the reasons behind weakness in the speaking skill in the ninth and the tenth grades in different districts in Palestine

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## **APPENDIX A**

### **ABSTRACT IN ARABIC**

## Appendix A

### الملخص

هدفت هذه الدراسة إلى تحديد اتجاهات طلبة الصف العاشر نحو التحدث باللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في محافظة سلفيت ، ودراسة مدى تأثير جنس الطالب ، ومكان السكن أو الإقامة للطالب والمستوى التعليمي للأب، والمستوى التعليمي لسلام وكذلك مستوى التحصيلي للطلبة على هذه الاتجاهات .

وقد حاولت هذه الدراسة الإجابة عن الأسئلة التالية :

- ١- ما هي اتجاهات طلبة الصف العاشر نحو تحدث اللغة الإنجليزية كلغة أجنبية ؟
- ٢- هل هناك فروق واضحة بين اتجاهات الطلبة نحو تحدث اللغة الانجليزية كلغة أجنبية بناء على أساس الجنس ،الاختلاف في مكان السكن،الاختلاف في مستوى التحصيل العلمي للأب الاختلاف في مستوى التحصيل العلمي للأم ، الاختلاف في المستوى التحصيلي للطلبة؟

لقد صمم استبيان للإجابة على هذه الأسئلة ولقياس غرض هذه الدراسة.لقد احتوى هذا الاستبيان على سبع وستون فقرة موزعه على مجالات الدراسة الخمس . لقد طورت ٣٠ فقرة من هذا الاستبيان بعد الاطلاع على استبيانات سابقة مثل بسطامي (١٩٩٩)، يونج (١٩٩٠)، حسين (١٩٩٥)، شخشير (١٩٩٦). أما ال ٣٧ فقرة الأخرى فقد صممتها الباحثة نفسها.

مجتمع هذه الدراسة طلبة الصف العاشر في المدارس الحكومية في محافظة سلفيت ولقد بلغ مجتمع هذه الدراسة (٨٧٧) طالب وطالبة موزعين إلى ٢٩ مدرسه حكومية، ولقد اختيرت هذه العينة عشوائيا ولقد بلغ حجمها ٤١٦ طالب وطالبة من مجتمع الدراسة .تم توزيع الاستبيانات على ( ٤١٦ ) ١٩٦ طالب ٢٢٦ طالبة في مدارس محافظة سلفيت.

ولقد تم تحليل هذه النتائج باستخدام عدة أساليب إحصائية منها الأوساط الحسابية والنسب المئوية لتحديد اتجاهات الطلبة، والتباين الأحادي وفحص شيفيه و بوست هوك لتحديد اثر متغيرات هذه الدراسة على اتجاهات الطلبة وامتحان (ت) للمتغير المستقل لتحديد اثر متغيرات هذه الدراسة على اتجاهات الطلبة .

لقد أظهرت نتائج التحليل الإحصائي بان اتجاهات الطلبة نحو تحدث اللغة الإنجليزية كلغة أجنبية، كانت إيجابية في جميع المجالات .

لقد أظهرت نتائج اختبار (ت) للمتغير المستقل بوجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في مجالي تصورات الطالب نحو تحدث اللغة الإنجليزية كلغة أجنبية

وكذلك التقييم والتغذية الراجعة بين الذكور والإناث لصالح الذكور. كذلك أظهرت بأنه لا يوجد فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في اتجاهات الطلبة نحو تحدث اللغة الإنجليزية كلغة أجنبية بالنسبة لمتغير مكان السكن .

لقد أظهرت نتائج التباين الأحادي (ANOVA) وجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في مجال التقييم الذاتي للطلاب بالنسبة لمتغير مستوى التعليمي للأب . كذلك بوجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في اتجاهات الطلبة نحو تحدث اللغة الإنجليزية كلغة أجنبية بالنسبة لمتغير مستوى التعليمي للام , يوجد فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في اتجاهات الطلبة نحو تحدث اللغة الإنجليزية كلغة أجنبية بالنسبة لمتغير المستوى التحصيلي للطلبة.

لقد أظهرت نتائج اختبار شيفيه (Scheffe's) بوجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) في اتجاهات الطلبة في مجال التقييم الذاتي بين الطلبة الذي مستوى التحصيل العلمي لأبائهم ابتدائي أو أقل وأولئك الذين مستوى التحصيل العلمي لأبائهم ثانوي لصالح الطلبة الذي مستوى التحصيل العلمي لأبائهم ابتدائي أو أقل، بينما لا توجد فروق ذات دلالة إحصائية بين مستويات التعليم الأخرى للأباء . توجد فروق ذات دلالة إحصائية تعزى إلى الفروق في المستوى التحصيلي للطلبة في جميع المجالات لصالح الطلبة ذوي المستوى التحصيلي العالي (٧٩-٧٠) , (٨٠-٨٩) و (٩٠-فاكثر) .

أظهرت نتائج اختبار مانوفا (MANOVA) بوجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha = 0.05$ ) بين جميع مجالات الاتجاهات , وقد استخدم سايداك بوست-هوك-تست لتحديد بين أي المجالات تكمن الفروق .

هذه النتائج نوقشت وبعض التوصيات اقترحت مثلاً تضمين الامتحان النهائي للغة الإنجليزية مهارة التحدث باللغة الإنجليزية .

تعريف معلمي اللغة الإنجليزية بامتحانات الكفاءة الشفوية والإشراف على تطبيقها .  
أجراء دراسات مماثلة لدراسة أثر استخدام مختبرات اللغة في تحسين مهارة التحدث في المدارس . كذلك أجراء دراسات لفحص الأسباب الكامنة في ضعف التحدث باللغة الإنجليزية لدى طلبة الصف التاسع والعاشر في محافظات فلسطين .  
اقترحت الباحثة هذه وتوصيات أخرى متضمنة في الفصل الخامس.

## **APPENDIX B**

### **QUESTIONNAIRE IN ARABIC**

بسم الله الرحمن الرحيم

جامعة النجاة الوطنية

قسم أساليب تدريس اللغة الإنجليزية

كلية الدراسات العليا

أخي الطالب أختي الطالبة :  
هذه دراسة ميدانية تهدف إلى دراسة اتجاهات طلبة الصف العاشر في مدارس محافظة سلفيت نحو تحدث اللغة الإنجليزية كلغة اجنبية .  
أرجو أجابته عن هذه الفقرات بكل أمانة وصدق وأن كل ما سكتبه عزيزي الطالب سيكون لهدف الدراسة والبحث العلمي فقط .

أولا : البيانات الشخصية :

يرجى وضع إشارة ( x ) بين القوسين للحاله التي تنطبق عليك :

- |                        |   |             |     |                    |     |
|------------------------|---|-------------|-----|--------------------|-----|
| ١ - الجنس              | : | ذكر         | ( ) | أنثى               | ( ) |
| ٢ - مستوى تحصيل الأب   | : | إعدادي فأقل | ( ) | ثانوية عامه        | ( ) |
|                        |   | كلية مجتمع  | ( ) | شهادة جامعيه فأعلى | ( ) |
| ٣ - مستوى تحصيل الام   | : | إعدادي فأقل | ( ) | ثانوية عامه        | ( ) |
|                        |   | دبلوم       | ( ) | بكالوريوس فأعلى    | ( ) |
| ٤ - مكان الإقامة       | : | مدينة       | ( ) | قرية               | ( ) |
| ٥ - مستوى تحصيل الطالب | : | أقل من ٥٠   | ( ) | ٥٠ - ٥٩            | ( ) |
|                        |   | ٧٠ - ٧٩     | ( ) | ٨٠ - ٨٩            | ( ) |
|                        |   | ٩٠ فأكثر    | ( ) | ٦٠ - ٦٩            | ( ) |

شكراً لحسن تعاونكم

ثانيا : يرجى وضع علامة (X) في المربع الذي يتفق ووجهة نظرك أمام كل فقره من الفقرات التالية :

الرقم	الفقرة	أوافق بشده ٥	أوافق ٤	محايد ٣	لا أوافق ٢	لا أوافق بشده ١
١	أشعر بأنني غير متأكد من نفسي عندما أتحدث باللغة الانجليزية.					
٢	أخاف من تصحيح المعلم/المعلمة لكل خطأ أرتكبه أثناء تحدثي باللغة الانجليزية .					
٣	أعي تماما ما أتحدث به باللغة الإنجليزية أمام الطلبة في الصف .					
٤	أشعر بالرعب والخوف عندما اضطر للتحدث باللغة الانجليزية بدون تحضير مسبق .					
٥	أشعر بالثقة عندما أتحدث باللغة الانجليزية في حصص اللغة الانجليزية .					
٦	أشعر بالحرج في التطوع بالإجابة في حصص اللغة الانجليزية.					
٧	أخاف من ضحك الطلبة عندما أتحدث باللغة الانجليزية في حصص اللغة الانجليزية .					
٨	لا أشعر بالارتباك أو العصبية عندما أتحدث باللغة الانجليزية مع الناطقين باللغة الانجليزية.					
٩	لست متحدثا ماهرا للغة الانجليزية .					
١٠	لا أعتقد أنني أتحدث اللغة الانجليزية كما يتحدث بها الآخرون.					
١١	أخاف من تفسير معلوماتي وأفكاري باللغة الانجليزية عندما اعلم أنني أراقب من قبل الآخرين .					
١٢	أتخوف من التحدث عن عنوان ما أو فكره ما باللغة الانجليزية في الصف .					
١٣	أشعر بالعصبية أثناء التحدث باللغة الانجليزية .					
١٤	أشعر أن أصدقائي يستمتعون عندما أتحدث باللغة الانجليزية.					
١٥	أشعر بعدم القدرة على التعبير عن أفكاري باللغة الإنجليزية بوضوح .					
١٦	أتوقع أن احصل على نتائج متدنية خاصة بالنشاطات التي تتطلب التحدث باللغة الانجليزية حتى قبل أن أشارك فعليا بها.					
١٧	فشلي في مهارة التحدث يعود إلى أن دور المعلم في المدرسة لا يكمله دور البيت .					



الرقم	الفقرة	أوافق بشده ٥	أوافق ٤	محايد ٣	لا أوافق ٢	لا أوافق بشده ١
١٨	فشلي في مهارة التحدث يعود إلى أن دور المعلم في المدرسة لا يكمله دور البيئة خارج الصف .					
١٩	أشعر بالحرج لعدم وصولي المستوى المرغوب في مهارة التحدث باللغة الإنجليزية .					
٢٠	أعتقد انه من السهل علي أن أتحدث جيداً عن العنوان المطروح باللغة الانجليزية .					
٢١	أشعر أنني لا أتكلم اللغة الانجليزية جيداً كما يفعل الآخرون .					
٢٢	أشعر بالقلق إزاء عمل أخطاء قواعديه أثناء التحدث باللغة الانجليزية .					
٢٣	أتطلع بشوق لإيصال أفكاري باللغة الإنجليزية .					
٢٤	أحب تسجيل تحدثي باللغة الانجليزية على اشرطه لسماعها وتقييمها من قبل الآخرين.					
٢٥	أحب أن اجعل أصدقائي يصغون إلى ما أتحدث به في اللغة الانجليزية.					
٢٦	نادراً ما أستفيد من ملاحظات زملائي في الصف بخصوص تحدثي باللغة الانجليزية .					
٢٧	أميل إلى كتابه بعض الملاحظات عما سأحدث به من أفكار باللغة الانجليزية .					
٢٨	أحب التحدث باللغة الإنجليزية .					
٢٩	لا يتاح لي التحدث باللغة الإنجليزية أمام الطلبة .					
٣٠	أشعر بان الوقت يمر بسرعة في الأنشطة التي تتطلب التحدث باللغة الانجليزية.					
٣١	أشعر بان تحدثي باللغة الانجليزية لا يخدمني لا في المدرسة ولا في البيت.					
٣٢	أكره المشاركة في نشاطات تتطلب التحدث باللغة الإنجليزية .					
٣٣	أشعر بالقلق في حصة اللغة الانجليزية .					
٣٤	أعتقد أن التعبير عن أفكاري باللغة الانجليزية هو مضيعة للوقت					
٣٥	لا يتاح لي المجال للتحدث بالقدر الذي يساعدني على كسر حاجز الخوف لدي .					
٣٦	أشعر بعدم حاجتي إلى التحدث لأن المعلم يقيمني على أساس أعمالي الكتابية .					

الرقم	الفقرة	أوافق بشده ٥	أوافق ٤	محايد ٣	لا أوافق ٢	لا أوافق بشده ١
٣٧	أعتقد أن التحدث باللغة الانجليزية مجز .					
٣٨	أكره حصه اللغة الانجليزية التي تتطلب نشاطاتها التحدث باللغة الانجليزية.					
٣٩	التحدث باللغة الانجليزية مضبعة للوقت لأنها لا تستخدم خارج غرفة الصف .					
٤٠	أعتقد أن تحدث اللغة الانجليزية ضرورة من ضرورات الحياة .					
٤١	التحدث باللغة الانجليزية هو وسيله أساسيه لمتابعة الدراسة الجامعية في الخارج .					
٤٢	يشكل تحدث اللغة الانجليزية عبئا نفسيا علي.					
٤٣	أهتم بالتحدث باللغة الانجليزية .					
٤٤	أعتقد أن تحدث اللغة الانجليزية يساعد فسي التعرف على ثقافات الشعوب .					
٤٥	أنا احب مهارات اللغة الانجليزية ما عدا التحدث .					
٤٦	أشعر أن معلمي/معلمتي يشير إلى أن هناك ضعفا في تحدثي باللغة الانجليزية لكن بدون تقديم أي مساعده أحيائيه .					
٤٧	عدد الحصص الصفية غير كافية لممارسة التحدث باللغة الانجليزية .					
٤٨	المنهاج مصمم لتنشيط التحدث باللغة الانجليزية .					
٤٩	أشعر بان المعلم/ المعلمة لا يشجعني على التحدث باللغة الانجليزية .					
٥٠	حاجة المعلم لتغطية المادة المقررة حسب المنهاج يمنعه من إعطاء الطلبة الفرصة الكافية للتحدث باللغة الانجليزية .					
٥١	عدد الطلبة المكتظ في الصفوف يحول دون ممارسة مهارة تحدث اللغة الانجليزية بشكل جيد.					
٥٢	يفوق الاهتمام بمهارة الكتابة مهارة التحدث .					
٥٣	المعلم/المعلمة ينقصه الأسلوب والتدريب المناسب لإبراز مهارة التحدث عند الطلبة .					
٥٤	اعتقد أن المعلم في الصف يتقصه القدرة على عرض المادة بالشكل الذي تتطلبه هذه المهارة .					
٥٥	فشلي في التحدث باللغة الانجليزية يعزى إلى عدم تقييمي كما أقوم في المهارات الأخرى .					

الرقم	الفقرة	أوافق بشده ٥	أوافق ٤	محايد ٣	لا أوافق ٢	لا أوافق بشده ١
٥٦	بعض المعلمين يشجعون التحدث باللغة الانجليزية .					
٥٧	لا يوجد تقييم مناسب لمهارة تحدث اللغة الانجليزية .					
٥٨	لأحدث الانجليزية أمام معلم يتحدث العربية اكثر من الانجليزية في حصة اللغة الإنجليزية					
٥٩	معلمي لا يشير إلى نقاط الضعف في تحدثي وكيفية التغلب عليها .					
٦٠	يستخدم المعلم المسجل الذي يحتوي على حديث الناطقين باللغة الإنجليزية للتشجيع على تقليدهم .					
٦١	لا يوجد وسائل تساعد على التحدث بطريقة تشبه أصحاب اللغة .					
٦٢	معلمي/معلمتي يعطيني نقدا بناءا بخصوص مقدراتي على ابصال أفكاري والتحدث باللغة الانجليزية .					
٦٣	أشعر أن معلمي/ معلمتي يقدر طلاقتي في اللغة الإنجليزية مع أنني اعمل أخطاء كثيرة .					
٦٤	لا يوجد امتحانات مصممة لتقييم مهارة التحدث باللغة الانجليزية .					
٦٥	تقويم المعلم لي لا يبنى على أساس منهجي .					
٦٦	أشعر بأن الوقت المخصص للمحادثة في الحصة غير كاف للتعبير عن نفسي .					
٦٧	يقلقني عدم تقييم معلمي/معلمتي لمهارتي في التحدث وذلك لكثرة العدد في الصف .					

شكرا لحسن تعاونكم

## **APPENDIX C**

### **QUESTIONNAIRE IN ENGLISH**

**Questionnaire**  
**In The Name Of Allah**  
**The Merciful ,The Compassionate**  
**An-Najah National University**

**English Teaching Methods Department**

**Faculty of Graduate Studies**

Dear student;

This is a field study in the English teaching methods .Its main purpose is to study the attitudes of the tenth graders in Salfet District toward speaking English. Please fill it out honestly . Your responses will be used only for the scientific research purposes.

**General Information :**

Please mark with x :

**1- Gender**

1-Male ( )

2- Female ( )

**2- Father's education:**

1- preparatory and less

( )

2-secondary ( )

3- community college

( )

4-university degree and more ( )

**3- Mother's education**

1- preparatory and less

( )

2-secondary ( )

3- community college

( )

4-university degree and more ( )

**4- Student's location:**

1- village

( )

2- city

( )

**5- Student's achievement in English:**

1- Less than 50

( )

2- 50-59 ( )

3- 60-69 ( )

4- 70-79

( )

5- 80-89 ( )

6- 90 and more ( )

**Thank You**

2-Below is a series of statements about speaking skill .Please indicate the degree to which each statement applies to you by putting an x under the suitable category (1) strongly agree (2 )agree (3) neutral (4) disagree (5) strongly disagree Just take your time and try to be as honest as possible :

Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
I never feel quite sure of my self when I am speaking English in my English classes.					
I am afraid that my English teacher is ready to correct every mistake I make.					
I feel very self conscious about speaking English in front of other students.					
I start to panic when I have to speak English without preparation in English classes.					
I feel confident while speaking English in English classes				/	
It embarrasses me to volunteer answers in my English classes.					
I am afraid of students' laughing at my speaking in English .					
I wouldn't be nervous speaking English with native speakers.					
I am not a skillful speaker of English					
I don't think I speak English as well as most other people.					
I am afraid of explaining my ideas in English when I know I will be observed					
I am afraid of talking about English topics in the class					
I feel nervous while speaking English					
I feel that my friends enjoy what I say in English					
I never seem to be able to clearly express my ideas in English .					
I expect to do poorly in English communicative activities even before I take part in them .					
My failure in speaking English is because teacher's role at school is not completed at home.					

NO.	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
18	My failure in speaking English is due to the disconnection between teacher's role in school and the environment outside class..					
19	I feel embarrassed as I didn't reach the desired and expected level in speaking.					
20	I feel embarrassed as I didn't reach the desired and expected level in speaking.					
21	I don't think I speak well in English as most students in my class do.					
22	I am worried about making grammatical mistakes in my English speech.					
23	I look forward to communicating my ideas in English.					
24	I would enjoy recording my English on tapes to be heard and evaluated.					
25	I like to have my friends listen carefully to what I have said in English.					
26	I hardly benefit from my classmates' remarks on my English speech					
27	I prefer to write some notes about the topics before talking about them.					
28	I like to speak English very much.					
29	I am not allowed to speak English In front of other students.					
30	Time passes very quickly in activities that require speaking English.					
31	I feel that speaking English neither benefits me at school nor at home.					
32	I hate taking part in activities that require speaking English.					
33	I feel worried in English class that requires speaking English.					
34	I think talking about my ideas in English is a waste of time.					
35	I am not allowed to speak to extent that helps me to overcome my fears .					
36	I don't need to speak as my teacher evaluates my written work only.					
37	I think that speaking English is rewarding.					
38	I hate English class in which activities require speaking.					
39	Speaking English is a waste of time as it is not used outside the classroom					

Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I think speaking English is a basic necessity in our life.					
Speaking English is a basic means for university education outside Palestine.					
Speaking English is a psychological burden on me.					
I am interested in speaking English.					
I think that speaking English contributes in knowing other nations cultures					
I like all English language skills except speaking.					
I feel that my teacher indicates my weakness in English without giving me any help.					
The number of English classes is not enough to practice speaking English.					
The curriculum is designed to activate speaking.					
My teacher does not encourage me to speak English.					
Teacher's need to cover t required material prevents her/him from giving us the enough chance to speak English.					
The crowded classes prevent practicing speaking skill in a good way.					
More care is given to writing skill than speaking skill.					
Teacher lacks suitable training and methods that enable him/her to highlight the speaking skill.					
The teacher of English lacks the ability to display or to present speaking skill as required.					
My failure in speaking English is due to the lack of evaluation as is done with other skills.					
Some teachers encourage the speaking skill greatly.					
There is no suitable evaluation of the speaking skill					
I don't know how to speak English while our teacher speaks Arabic more than English					
My teacher doesn't indicate the areas of weakness in my speaking and how to overcome them.					



Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
My teacher uses tapes that include native speakers' talking to imitate.					
There are no means to help us speak like native speakers.					
My teacher gives me constructive critique concerning my ability in speaking and expressing my ideas in English.					
I feel that my teacher appreciates my fluency in English even though I make many mistakes.					
There are no examinations to evaluate the speaking skill.					
Teacher's evaluations is not based on curriculum basis.					
The time allocated to speaking in English in the class is not enough to express my self well.					
I feel worried as my teacher doesn't evaluate my speaking because of crowded classes.					

**Thank you**

## **APPENDIX D**

**A letter from Anajah University  
Dean of Graduate Studies to Salfeet  
Directorate of Education .**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

An-Najah  
International University



جامعة  
النجاح الوطنية

كلية الدراسات العليا

Faculty of Graduate Studies

التاريخ : ٢٠٠٠/٣/٢٠

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد،،

الموضوع : تسهيل مهمة الطالبة "فاطمة عمر ذيب" رقم التسجيل (٩٨٥٠٢٩٠)

الطالبة المذكورة اعلاه هي احدى طلبة الماجستير في كلية العلوم التربوية تخصص أساليب تدريس لغة انجليزية بجامعة النجاح الوطنية ، وهي الآن بصدد إجراء دراسة بعنوان :

(اتجاهات طلبة الصف العاشر نحو التحدث باللغة الانجليزية)

لذا نرجو التكرم بمساعدتها لتطبيق استبانتها في مدارس محافظة سلفيت والاطلاع على اتجاهات طلبة الصف العاشر الاساسي.

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام ،،،

عميد كلية الدراسات العليا

د. محمد العملة

نسخة : الملف

## **APPENDIX E**

### **A Written Approval from Salfeet Directorate of Education**



الرقم : م ت / 6 - ٨٠٢

التاريخ : 2000/4/24م

الموافق : 20 محرم 1420هـ

u/w

حضرات مديري ومديرات المدارس المحترمين

بعد التحية ،،،

الموضوع : الدراسات الميدانية

أوافق على قيام الطالبة " فاطمة حمير ذيب " بإجراء دراستها حول " اتجاهات طلبة الصف العاشر نحو التحدث باللغة الإنجليزية " وتوزيع الاستبانة المعدة لهذه الغاية على طلاب مدارسكم ، راجياً التكرم بمسئلتها على إنجاز هذا العمل التربوي.

واقبلوا الاحترام ،،،

مدير التربية والتعليم

خليل أبو لبدة



٨٠٢ / ٦ - م ت

ن.ا.ك.ا